

SECTION 6

Federally Funded Programs (Listed by Revenue Code)

| Revenue Code | Subfund | Federal Program | 2007–08 Award Estimates | Page Number |
|--------------|---------|---|----------------------------|-------------|
| 4210 | 207 | Vocational Aid, Title I | \$ 20,637,674 est. | 204 |
| 4310 | 200 | Title I, Basic State Grant Programs (Carryover Provision) | 187,901,935 | 208 |
| 4312 | 251 | Rural and Low-Income School Program, Title VI, (Carryover Provision) | 3,733,663 | 211 |
| 4318 | 218 | SC Reading First | 16,009,130 | 213 |
| 4320 | 252 | Public Charter School Grant (Carryover Provision) | 3,990,317 | 218 |
| 4325 | 225 | Mathematics and Science Partnerships Program, Title II (Carryover Provision) | 2,762,092 | 221 |
| 4331 | 253 | Enhancing Education Through Technology (E2T2), Title II (Carryover Provision) | 3,822,729 | 223 |
| 4340 | 241 | Promoting Informed Parental Choice and Innovative Programs, Title V (Carryover Provision) | 1,335,779 | 227 |

Federally Funded Programs (Listed by Revenue Code)

| Revenue Code | Subfund | Federal Program | 2007–08 Award Estimates | Page Number |
|--------------|---------|---|----------------------------|-------------|
| 4341 | 264 | Language Instruction for Limited English Proficient and Immigrant Students, Title III (Carryover Provision) | \$4,287,655 | 231 |
| 4351 | 267 | Improving Teacher Quality (Carryover Provision) | 37,100,520 | 233 |
| 4360 | 242 | Even Start Family Literacy | 1,098,346 | 239 |
| 4400 | 243 | Adult Education | 8,048,067 | 241 |
| 4510 | 203 | Individuals with Disabilities Education Act (IDEA) (Carryover Provision) | 162,837,874 est. | 245 |
| 4520 | 205 | Preschool Grants (IDEA) (Carryover Provision) | 7,138,751 | 250 |
| 4800/4991 | 600 | School Food Service Programs (USDA Reimbursements and Commodities) (Carryover Provision) | 191,663,062 est. | 252 |
| 4920 | 209 | Drug and Violence Prevention Program (Title IV, 21 st Century Schools) | 3,555,866 | 255 |

Federally Funded Programs (Listed by Revenue Code)

| Revenue Code | Subfund | Federal Program | 2007–08 Award Estimates | Page Number |
|-------------------------|----------------|--|------------------------------------|------------------------|
| 4924 | 224 | 21st Century Community Learning Centers Program (Title IV, 21st Century Schools) | \$13,349,772 | 259 |
| 4995 | 248 | CDC State and Local Coordinated School Health Programs | 631,648 | 265 |
| 4996 | 249 | Learn and Serve America | 500,000 est. | 267 |
| 4999 | 200 | AmeriCorps | 1,500,000 est. | 269 |

**REVENUE 4210 VOCATIONAL AID, TITLE I
(SUBPROGRAM CODES 01–17, 23–24, 40,
45, 47–48)**

SUBFUND 207 SPECIAL REVENUE FUND

PROJECT NUMBER VA

Allocation Formula

Federal Career and Technology Education (CATE) funds are distributed to the appropriate state education agency in each state based on a statutory formula. Funds are then distributed to local educational agencies (LEAs) or other eligible recipients that have currently approved local plans/applications based on a formula basis.

Legal References

Carl D. Perkins Career and Technical Education Improvement Act of 2006
CFDA (Catalog of Federal Domestic Assistance) 84.048

Background

The purpose of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 is to provide federal funds to LEAs and other eligible recipients to more fully develop the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs.

Guidelines

A list of Career and Technology Education subprogram codes follows immediately after this section.

An LEA or other eligible recipient may use federal CATE funds only for programs, services, and activities that comply with all applicable requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 as outlined in the instructions for the “Local Plan for Career and Technology Education” and other

appropriate documents. Federal funds must be used in accordance with the approved local plan.

Reimbursement reporting requirements and financial codes are enclosed with each approved career and technology education funding plan mailed to each LEA.

The federal regulations concerning inventorying equipment are located at Subfund 325, Career and Technology Education Equipment.

Carl Perkins Act funds may be used for costs related to leasing of equipment.

The appropriate accounts for **allowed expenditures** are

| | | | |
|-------------|-------------|---------------|---------------|
| 207-114-100 | 207-115-100 | 207-200-100** | 207-300-100** |
| 207-114-200 | 207-115-200 | 207-200-200 | 207-300-200 |
| 207-114-300 | 207-115-300 | 207-200-300 | 207-300-300 |
| 207-114-400 | 207-115-400 | 207-200-400 | 207-300-400 |
| 207-114-500 | 207-115-500 | 207-200-500 | |
| 207-114-600 | 207-115-600 | 207-200-600 | |

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the Carl D. Perkins Career and Technical Education Improvement Act of 2006. Functions (200 and 300) and object accounts displayed above are only header codes. Detailed function and object account codes **must be recorded by the district.

Responsible Office: Office of Career and Technology Education, Division of
Standards and Learning
Contact: Joe Williams, 803-734-8456
E-Mail Address: jwilliam@ed.sc.gov

CAREER TECHNOLOGY EDUCATION FUNCTION AND SUBPROGRAM CODES, 2007–08

| Function Code | Subprogram | Program/Activity Title | Source of Funds Title/Part |
|---------------|------------|-------------------------------------|------------------------------|
| 100/200 | 01 | Integration | Perkins, Title I |
| 100/200 | 02 | WBL Activities | Perkins, Title I |
| 100/200 | 03 | Technology Training | Perkins, Title I |
| 200 | 04 | Professional Development | Perkins, Title I |
| 200 | 05 | Evaluation/Assessment | Perkins, Title I |
| 100/200 | 06 | Initiate/Improve Program | Perkins, Title I |
| 100/200 | 07 | Programs of Study | Perkins, Title I |
| 100/200 | 08 | Special Populations | Perkins, Title I |
| 100/200 | 09 | Career Guidance/Placement | Perkins, Title I |
| 100/200 | 10 | Student Organizations | Perkins, Title I |
| 100 | 11 | Equipment (federal) | Perkins, Title I |
| 100/200 | 12 | Family and Consumer Science | Perkins, Title I |
| 100 | 13 | Adult Programs (LPN) | Perkins, Title I & State |
| 100/200 | 14 | Nontraditional Activities | Perkins, Title I |
| 200 | 15 | Administration | Perkins, Title I |
| 100/200 | 16 | Automotive Technology | Perkins, Title I |
| 100/200 | 17 | Innovative Initiatives | Perkins, Title I |
| 100/200 | 18 | WBL Activities (EIA) | EIA |
| 100 | 19 | CATE Equipment (EIA & State) | EIA/State Special Revenue |
| 200 | 20 | HSTW State | State |
| 200 | 21 | Teacher Education | Perkins, Leadership |
| 200 | 22 | SC Teacher Recruitment Ctr. | Perkins, Leadership |
| 100/200 | 23 | CTE Reserve | Perkins, Title I |
| 100/200 | 24 | Nontraditional Program (Leadership) | Perkins, Leadership |
| 200 | 25 | V-TECS | Perkins, Leadership |
| 200 | 26 | AYES | Perkins, Leadership |
| 200 | 27 | State Board for Tech Administration | Perkins, Administration |
| 100/200 | 29 | Other CATE Programs | Local |
| 200 | 36 | Business Week | Perkins, Leadership |

CAREER TECHNOLOGY EDUCATION FUNCTION AND SUBPROGRAM CODES, 2007–08

| Function Code | Subprogram | Program/Activity Title | Source of Funds Title/Part |
|---------------|------------|---|---|
| 200 | 39 | Administrators Institute | Perkins, Leadership |
| 100/200 | 40 | State Institutions | Perkins, Leadership |
| 200 | 41 | Gender Equity | Perkins, Leadership |
| 200 | 42 | FFA Camp Caretaker | Perkins, Leadership |
| 200 | 43 | Agriculture Education, Teacher Education | Perkins, Leadership |
| 200 | 44 | Student Organization Administration | Perkins, Leadership |
| 200 | 45 | HSTW Projects | Perkins, Leadership |
| 200 | 46 | Bell South | State |
| 200 | 47 | SC Career Planning System | Perkins, Leadership |
| 100/200 | 48 | State Leadership-Special Projects | Perkins, Leadership |
| 200 | 51 | Prepare CTE Teachers For Classroom | Perkins, Leadership, Transition to Teaching Grant |
| 100/200 | 52 | Workforce Development Incentive Grant | WIA Section 503 |
| 200 | 53 | Workforce Development Incentive Grant Admin | WIA Section 503 |
| 200 | 60 | TP Institutes | Perkins, Title I |
| 200 | 61 | WBL Career Special (EIA) | EIA |
| 200 | 62 | WBL Staff Development (EIA) | EIA |
| 100/200 | 93 | Industry Partnerships | EEDA |

**REVENUE 4310 TITLE I, BASIC STATE GRANT PROGRAMS
(Carryover Provision)**

SUBFUND 200 SPECIAL REVENUE FUND

PROJECT NUMBERS BA/BG/BJ

Allocation Formula

The district allocation is based on the number of low-income students residing in the district according to the latest U.S. Census data for Part A of Title I of the Elementary and Secondary Education Act (ESEA) or on a formula basis for Part C and Part D.

Legal References

No Child Left Behind Act of 2001, Title I, Parts A, C, and D, Pub. L. No. 107–110

General Education Provisions Act

CFDA (Catalog of Federal Domestic Assistance) 84.010, 84.011, 84.013

Guidelines

The Title I programs include the following:

A. Basic State Grant Program, Title I, Part A

REVENUE 4310 (CFDA 84.010), SUBFUND 201

The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. This purpose can be accomplished through such means as targeted assistance schools, schoolwide programs, increased parental involvement, and accountability.

Carryover is limited to no more than 15 percent of the Basic funds allocated to each school district for the current fiscal year.

B. Migrant Education, Title I, Part C

REVENUE 4310 (CFDA 84.011), SUBFUND 235

The purpose of this part is to support high-quality comprehensive educational programs for migratory children to help overcome the educational disruptions and other problems that result from repeated moves.

C. Neglected and Delinquent, Title I, Part D

REVENUE 4310 (CFDA 84.013), SUBFUND 236

The purpose of this part is to improve educational services for children and youth in local and State institutions for neglected and delinquent children and youth, so that such children and youth have the opportunity to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children in the State are expected to meet.

D. School Improvement, Title I, Part A

REVENUE 4310 (CFDA 84.010), SUBFUND 237

The purpose of this part is a portion of the Title I, Part A federal allocation is awarded to districts identified in school improvement for the purpose of providing assistance in the area(s) that caused these schools to be identified.

The appropriate accounts for **allowed expenditures** are

| | |
|---------------|-------------------------------|
| 200-100-100** | 200-200-100** |
| 200-100-200 | 200-200-200 |
| 200-100-300 | 200-200-300 |
| 200-100-400 | 200-200-400 |
| 200-100-500 | 200-200-500 |
| 200-100-600 | 200-200-600 |
| 200-413-720 | Payments to Nonpublic Schools |

Expenditures in any budget category may be exceeded by 10 percent of the budgeted amount if there are funds available in another category to cover the excess.

**Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with Title I program guidelines. The function and object accounts

displayed above are only header accounts. Detailed function and object accounts **must** be recorded by the district.

Responsible Office: Office of Federal and State Accountability, Division of
Accountability
Contact: Nancy Busbee, 803-734-8105
E-Mail Address: nbusbee@ed.sc.gov

**REVENUE 4312 RURAL AND LOW-INCOME
 SCHOOL PROGRAM, TITLE VI
 (Carryover Provision)**

SUBFUND 251 SPECIAL REVENUE FUND

PROJECT NUMBER BS

Allocation Formula

Funds are allocated on a per-pupil poverty basis to eligible districts.

Legal References

No Child Left Behind Act of 2001, Title VI Flexibility and Accountability, Part B, Rural Education Initiative, Subpart 2, Pub. L. No. 107–110.

CFDA (Catalog of Federal Domestic Assistance) 84.358B

Guidelines

The purpose of this part is to address the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for federal competitive grants, and receive formula grant amounts too small to be effective in meeting their intended purposes.

Please select one or more of the program purposes listed below to describe your local program.

In accordance with Sec. 6222(a) of Title VI, “Grant funds awarded to local educational agencies under this subpart shall be used for any of the following:

- teacher recruitment and retention, including the use of signing bonuses and other financial incentives;
- teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers;
- educational technology, including software and hardware, as described in part D of Title II;

- parental involvement activities;
- activities authorized under the Safe and Drug-Free Schools program under part A of Title IV;
- activities authorized under part A of Title I; and
- activities authorized under Title III.

The appropriate accounts for **allowed expenditures** are

| | |
|---------------|---------------|
| 251-100-100** | 251-200-100** |
| 251-100-200 | 251-200-200 |
| 251-100-300 | 251-200-300 |
| 251-100-400 | 251-200-400 |
| 251-100-500 | 251-200-500 |
| 251-100-600 | 251-200-600 |

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the program guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must be recorded by the district.

Responsible Office: Office of Federal and State Accountability, Division of
Accountability
Contact: Woody Lucas, 803-734-8118
E-Mail Address: wlucas@ed.sc.gov

REVENUE 4318 SC READING FIRST

SUBFUND 218 SPECIAL REVENUE FUND

PROJECT NUMBER RC

Allocation Formula

Funds under the No Child Left Behind Act of 2001 are allocated for SC Reading First (South Carolina Reading First) competitive grants to SC Reading First-eligible districts. Each district that receives a competitive subgrant must receive at least the same percentage of the state's total Reading First subgrant funds as the district received of the total Title I, Part A funds received by all districts in the state for the preceding fiscal year.

By statute, state educational agencies may award Reading First subgrants for a period of not more than six years. However, the initial subgrant will be three and a half years with a review being conducted at the end of this period (**June 2007**). Continued implementation funding for districts applying to continue was approved for nineteen districts. This funding will continue for two years through June 30, 2009. Grant monies received July 1, 2007 must be spent or encumbered by June 30, 2008.

Legal References

No Child Left Behind Act of 2001, Title I, Part B, Subpart 1
CFDA (Catalog of Federal Domestic Assistance) 84.357

Guidelines

The SC Reading First district grants must build on existing and well-established models, as well as additional necessary models, that comply with the required primary activities of the No Child Left Behind Act, as follows:

- **Professional development activities.** The SC Reading First project uses the South Carolina Reading Initiative (SCRI) revised model to include school-based literacy coaches. In addition to what is provided by school literacy coaches, administrators and teachers (kindergarten through third grade and special education kindergarten through twelfth grade) receive comprehensive, onsite professional development provided by Regional Literacy Coaches and Professional Development Providers.

- **Implementation of learning systems or programs of reading instruction.** Both school literacy coaches and regional coaches will continue to provide support with use of core reading programs. All other instructional materials, programs, strategies, and approaches will be based on scientifically-based reading research (SBRR), including early intervention to accelerate learning for students requiring additional assistance.
- **Administration of screening, diagnostic, progress monitoring, and outcome measurements.** Professional Development Providers conduct ongoing training within the schools on the administration and judicious use of the two reading assessments chosen to meet the necessary criteria. *Stanford Reading First* is the outcome measurement being used and is administered in the fall and spring of each school year to first through third grade students. *Dominie Reading and Writing Portfolio* is used as the screening, diagnostic, and progress monitoring instrument and is administered throughout the year in grades kindergarten through grade three. These assessments are administered to all students in the program to provide comparable state data across all school sites.

Allowed expenditures are costs included in the approved grant application for the following activities:

- literacy coach;
- materials needed by the literacy coach to fulfill his/her responsibilities within classrooms;
- professional development to include: preparing teachers to use instructional materials, programs, strategies, and approaches based on scientifically based reading research; and screening, diagnostic, and classroom-based instructional reading assessments and other procedures that effectively identify students who may be at risk for reading failure or who are having difficulty reading;
- direct instruction for at-risk children in grades kindergarten through third grade with demonstrated reading difficulties and kindergarten through twelfth grade students in special education classes;
- stipends for professional development beyond the regular school day;
- travel (transportation/accommodations);
- tuition for conferences, seminars, and/or other training forums;
- substitute teacher salaries for release time;
- instructional materials including children's books, leveled texts, big books, manipulatives (white boards, markers, magnetic letters, easel, and/or other necessary supplies), educational software and other digital curricula;
- promoting reading and library programs that provide access to engaging reading materials;
- tuition for teachers and administrators to attend graduate classes or other classes to improve their teaching skills/knowledge, as well as the professional materials needed;
- purchasing assessment instruments; and

- collecting, summarizing, and reporting data.

No more than 3 percent of the funds provided under the subgrant may be used for planning and administration.

Note: Funds used for the activities above must meet the tests of OMB Circular A-87, *Cost Principles for State, Local, and Indian Tribal Governments*, as being responsible and necessary for the award.

The appropriate accounts for **allowed expenditures** are

| | |
|---------------|--|
| 218-100-100** | Instruction Salaries |
| 218-100-200** | Instruction Employee Benefits |
| 218-100-300** | Instruction Purchased Services |
| 218-100-400** | Instruction Supplies and Materials |
| 218-100-500** | Instruction Capital Outlay |
| 218-100-640 | Instruction Organization Membership Dues and Fees (limited to dues and fees for state or national literacy organizations) |
| 218-221-100 | Improvement of Instruction Curriculum Development Salaries |
| 218-221-200 | Improvement of Instruction Curriculum Development Employee Benefits |
| 218-221-300 | Improvement of Instruction Curriculum Development Purchased Services |
| 218-221-400 | Improvement of Instruction Curriculum Development Supplies and Materials |
| 218-221-500 | Improvement of Instruction Curriculum Development Capital Outlay |
| 218-222-100 | Library and Media Services Salaries |
| 218-222-200 | Library and Media Services Employee Benefits |
| 218-222-300 | Library and Media Services Purchased Services |
| 218-222-400 | Library and Media Services Supplies and Materials |
| 218-222-500 | Library and Media Services Capital Outlay |
| 218-223-100 | Supervision of Special Programs Salaries |
| 218-223-200 | Supervision of Special Programs Employee Benefits |
| 218-223-300 | Supervision of Special Programs Purchased Services |
| 218-223-400 | Supervision of Special Programs Supplies and Materials |
| 218-223-500 | Supervision of Special Programs Capital Outlay |
| 218-224-100 | Improvement of Instruction Inservice and Staff Training Salaries |

| | |
|-------------|--|
| 218-224-200 | Improvement of Instruction Inservice and Staff Training Employee Benefits |
| 218-224-300 | Improvement of Instruction Inservice and Staff Training Purchased Services |
| 218-224-400 | Improvement of Instruction Inservice and Staff Training Supplies and Materials |
| 218-224-500 | Improvement of Instruction Inservice and Staff Training Capital Outlay |
| 218-224-640 | Improvement of Instruction Inservice and Staff Training Organization Membership Dues and Fees (limited to dues and fees for state or national literacy organizations) |
| 218-251-100 | Student Transportation (Federal/District Mandated) Salaries |
| 218-251-200 | Student Transportation (Federal/District Mandated) Employee Benefits |
| 218-251-300 | Student Transportation (Federal/District Mandated) Purchased Services |
| 218-251-400 | Student Transportation (Federal/District Mandated) Supplies and Materials |
| 218-251-500 | Student Transportation (Federal/District Mandated) Capital Outlay |
| 218-262-300 | Planning Purchased Services |
| 218-262-400 | Planning Supplies and Materials |
| 218-266-100 | Technology and Data Processing Services Salaries |
| 218-266-200 | Technology and Data Processing Services Employee Benefits |
| 218-266-300 | Technology and Data Processing Services Purchased Services |
| 218-266-400 | Technology and Data Processing Services Supplies and Materials |
| 218-266-500 | Technology and Data Processing Services Capital Outlay |

****Because a variety of programs are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the above program guidelines. As a result, the object account codes displayed above are header accounts only and not the detailed object-level expenditure account codes that **must** be recorded by the district.**

Responsible Office: Office of Instructional Promising Practices, Division of
Standards and Learning
Contact: Pam Wills, 803-734-8391
E-Mail Address: pwills@ed.sc.gov

**REVENUE 4320 PUBLIC CHARTER SCHOOL GRANT
(Carryover Provision)**

SUBFUND 252 SPECIAL REVENUE FUND

PROJECT NUMBER BI

Allocation Formula

Two types of grants are available to support charter schools:

- A. Planning-implementation grants of up to \$420,000 provide financial assistance for the planning, program design, and initial implementation of public charter schools. The grantee may use up to \$20,000 and eighteen months for planning program design. The implementation component of up to \$200,000 for each of the first two years of operation is awarded after the grantee receives a charter from the local school district board, but not more than three months prior to opening.
- B. Dissemination grants of up to \$100,000 and two years provide financial assistance to public charter schools that have been in successful operation for at least three consecutive years. These funds are intended to assist other schools in adapting the charter school's program or to disseminate information about the charter school.

A charter school may not receive more than one grant of each type.

Prior year funds may be carried over to the current year.

Legal References

South Carolina Public Charter Schools Act of 1996 (S.C. Code Ann. § 59-40-10 *et seq.*) (2006)

No Child Left Behind Act of 2001, Title V, Part B, Pub. L. No. 107–110

CFDA (Catalog of Federal Domestic Assistance) 84.282

Guidelines

A. PLANNING-IMPLEMENTATION GRANTS

The purpose of planning-implementation grants is to provide initial funding for the creation of public charter schools.

Allowed expenditures are limited to those identified in the approved application. The U.S. Department of Education restricts those who receive a grant under this program to spending the funds only as follows:

- a. for the planning and design of the public charter school's educational program, which may include
 - refinement of the desired educational results and of the methods for measuring progress toward achieving those results and
 - professional development of teachers and other staff who will work in the public charter school, and
- b. for the initial implementation of the public charter school, which may include
 - informing the community about the school,
 - acquiring necessary equipment and educational materials and supplies,
 - acquiring or developing curriculum materials, and
 - other initial operational costs that cannot be met from state or local sources.

B. DISSEMINATION GRANTS

Dissemination grants are awarded to charter schools to support activities that help open new public schools (including public charter schools) or share the lessons learned by charter schools with other public schools.

Allowed expenditures are limited to those identified in the approved application. The U.S. Department of Education allows a charter school to use these funds to assist other schools in adapting the charter school's program (or certain aspects of the charter school's program) or to disseminate information about the charter school through such activities as

- assisting other individuals with the planning and start-up of one or more new public schools, including charter schools, that are independent of the

assisting charter school and its developers and that agree to be held to at least as high a level of accountability as the assisting charter school;

- developing partnerships with other public schools, including charter schools, designed to improve student performance in each of the schools participating in the partnership;
- developing curriculum materials, assessments, and other materials that promote increased student achievement and are based on successful practices within the assisting charter school; and
- conducting evaluations and developing materials that document the successful practices of the assisting charter school and that are designed to improve student performance in other schools.

Allowed expenditures include items specified in the grant's approved budget and reported in the following accounts:

| | |
|---------------|---|
| 252-100-400** | Instruction Supplies and Materials |
| 252-100-500 | Instruction Capital Outlay |
| 252-200-100** | Support Services Salaries |
| 252-200-200 | Support Services Employee Benefits |
| 252-200-300 | Support Services Purchased Service |
| 252-200-400 | Support Services Supplies and Materials |
| 252-200-500 | Support Services Capital Outlay |

Because a variety of program activities are permissible, appropriate account numbers are determined based on the services provided and the goods delivered in accordance with the grant applications. The function and object accounts above are header codes only and not the detailed function and object account codes that **must be recorded by the districts.

Responsible Office: Office of School Choice, Division of Educational Services
Contact: J. C. Ballew Jr., 803-734-5481
E-Mail Address: jballew@ed.sc.gov

**REVENUE 4325 MATHEMATICS AND SCIENCE
PARTNERSHIPS PROGRAM, TITLE II
(Carryover Provision)**

SUBFUND 225 SPECIAL REVENUE FUND

PROJECT NUMBER MS

Allocation Formula

Several projects will be awarded per cycle—size of grant depends upon amount of allocation to the State.

Legal References

No Child Left Behind Act of 2001, Title II, Part B, Pub. L. No. 107–110

CFDA (Catalog of Federal Domestic Assistance) 84.366B

Guidelines

Title II, Part B, of the No Child Left Behind Act of 2001 (NCLB) authorizes a Mathematics and Science Partnership (MSP) competitive grant program. Mastery of mathematics is important for the success of all students because it establishes the foundations for careers in science, engineering, and technology. Without a strong foundation in mathematics, students will not be able to participate fully in a highly competitive, global, and knowledge-driven workplace.

The Mathematics and Science Partnership South Carolina Coaching Project (MSPSCCP) has two central goals.

The intent of this program is to increase the capacity of schools and teachers to provide appropriate instruction in mathematics and in science in order to improve student outputs (performance on the state test (PACT) and outcomes (e.g., likelihood to participate in science, technology, engineering, and mathematics (STEM) as a career).

The program is based on the development of partnerships among higher education institutions (departments of mathematics, science, and engineering), school districts, the Department of Education, and the Regional Mathematics and Science Centers.

Coaching is a principal strategy for providing sustained, intensive, classroom-focused, instruction aligned with state and local standards in mathematics and science curricula. Additional research-based professional development models are eligible for funding.

Funds available for the MSP competitive grant program will be available to all South Carolina school districts and South Carolina Institutions of Higher Education. Annual reapplication is required for continuation of funding for all grants.

School districts and schools participating in the project must adhere to the Memorandum of Agreement.

The appropriate accounts for **allowed expenditures** are

| | |
|-------------|-------------|
| 225-221-100 | 225-224-100 |
| 225-221-200 | 225-224-200 |
| 225-221-300 | 225-224-300 |
| 225-221-400 | 225-224-400 |
| 225-221-500 | 225-224-500 |

Responsible Office: Office of Instructional Promising Practices, Division of
Standards and Learning
Contact: John Holton, 803-734-8366
E-Mail Address: jholton@ed.sc.gov

**REVENUE 4331 ENHANCING EDUCATION THROUGH
TECHNOLOGY (E2T2), TITLE II
(Carryover Provision)**

SUBFUND 253 SPECIAL REVENUE FUND

PROJECT NUMBERS ES/ET

Allocation Formula

Fifty percent of the Enhancing Education Through Technology (E2T2), Title II, Part D allocation will be distributed to districts by formula allocation using the ratio of district Title I, Part A counts of children from low income families age 5–17 to statewide Title I, Part A counts, the remaining 50 percent will be awarded to districts under competitive subgrant awards.

Legal References

No Child Left Behind Act of 2001, Title II, Part D, Subpart 1, Enhancing Education Through Technology, Pub. L. No. 107–110

CFDA (Catalog of Federal Domestic Assistance) 84.318

Guidelines

The purpose of the Enhancing Education Through Technology (E2T2) program is to improve student academic achievement through the use of technology in schools, and to assist students in crossing the digital divide by ensuring that every student is technologically literate by the end of eighth grade. A requirement of E2T2 is that the funds must be used to provide assistance to school districts with the highest levels of student poverty, and the greatest need for technology. Need will be determined based on Title I counts of children age five through seventeen years old from low-income families, the online school technology surveys, and the percentages of children five through seventeen years old who fall below the poverty line. E2T2 replaces the Technology Literacy Challenge Fund (TLCF) and Technology Innovation Challenge Grant (TICG) programs.

- A. The responsibilities of school districts receiving formula or competitive subgrant funds include

- implementing a new or updated long-range strategic educational technology plan that has been approved by the State Department of Education, that is consistent with the objectives of the statewide technology plan, and that addresses the statutory local plan requirements;
- developing strategies for improving student academic achievement through the effective use of technology in classrooms, setting specific goals aligned with State standards, and using advanced technology to improve student academic achievement;
- completing the annual SDE Technology Counts on-line survey;
- reporting services and projected allocations for private schools and documenting evidence that, where appropriate, private schools have actively participated in and received grant services;
- complying with the mandates of the General Education Provisions Act (GEPA);
- complying with the mandates stated on the federal private schools form provided in the grant application packet;
- submitting a Children's Internet Protection Act certification form (districts who participate in the E-Rate program have satisfied this requirement);
- spending at least 25 percent of E2T2 funds to provide ongoing, sustained, and intensive, high-quality professional development. (This requirement applies to both formula and competitive grant funds; and
- hiring a school technology coach to provide instructional assistance to teachers (this is a requirement for competitive grant funds only).

B. All school districts receiving competitive and formula grants are required to

- comply with grant reporting requirements;
- sign and return a grant award form to the Office of eLearning, South Carolina Department of Education, 1429 Senate Street, Room 604, Columbia, South Carolina 29201; and
- sign and return a budget form to the Office of eLearning, South Carolina Department of Education, 1429 Senate Street, Room 604, Columbia, South Carolina 29201.

Allowed expenditures include costs for

- increasing accessibility to technology, particularly through public-private partnerships, with special emphasis on accessibility for high-need schools;
- adapting or expanding applications of technology to enable teachers to increase student academic achievement;
- using technology to promote parental involvement and foster communication among students, parents, and teachers;
- preparing one or more teachers in schools as technology leaders who will assist other teachers, and providing bonus payments to these technology leaders;
- acquiring connectivity linkages, resources, and services for use by students and school personnel to improve academic achievement;
- using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts;
- implementing enhanced performance measurement systems to determine the effectiveness of education technology programs supported by with E2T2 funds; and
- paying salaries to substitute teachers and covering other costs identified in the approved district technology plan.

The appropriate accounts for **allowed expenditures** are

| | |
|---------------|--|
| 253-100-100** | Instruction Salaries |
| 253-100-200 | Instruction Employee Benefits |
| 253-100-300 | Instruction Purchased Services |
| 253-100-400 | Instruction Supplies and Materials |
| 253-100-545 | Instruction Technology Equipment and Software |
| 253-222-300 | Library and Media Services Purchased Services |
| 253-222-445 | Library and Media Services Technology and Software Supplies |
| 253-222-545 | Library and Media Services Technology Equipment and Software |
| 253-224-100 | Improvement of Instruction Inservice and Staff Training Salaries |
| 253-224-200 | Improvement of Instruction Inservice and Staff Training Employee Benefits |

| | |
|-------------|--|
| 253-224-300 | Improvement of Instruction Inservice and Staff Training Purchased Services |
| 253-224-400 | Improvement of Instruction Inservice and Staff Training Supplies and Materials |
| 253-224-545 | Improvement of Instruction Inservice and Staff Training Technology Equipment and Software |
| 253-254-300 | Operation and Maintenance of Plant Purchased Services |
| 253-254-445 | Operation and Maintenance of Plant Technology and Software Supplies |
| 253-254-545 | Operation and Maintenance of Plant Technology Equipment and Software |

****Because a variety of programs are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the above program guidelines. As a result, the object account codes displayed above are header accounts only and not the detailed object-level expenditure account codes that **must** be recorded by the district.**

Responsible Office: Office of eLearning, Division of Standards and Learning
Contact: Dee Appleby, 803-734-0072
E-Mail Address: dappleby@ed.sc.gov

**REVENUE 4340 PROMOTING INFORMED PARENTAL
CHOICE AND INNOVATIVE PROGRAMS,
TITLE V (Carryover Provision)**

SUBFUND 241 SPECIAL REVENUE FUND

PROJECT NUMBER BB

This program replaces Title VI Innovative Education Program Strategies authorized under the Improving America's Schools Act of 1994. New legislation under the No Child Left Behind Act of 2001 reauthorizes this program under Title V. Any unexpended funds allocated for FY 2001–02 under the old Title VI program may be carried over into this new Title V program. Please note that a new program, Rural and Low-Income School Program, has been authorized under the new Title VI of the No Child Left Behind Act of 2001. Guidance for the new Title VI program may be found on page 242 of this document.

Allocation Formula

Seventy percent (70 percent) of funds will be distributed based on the relative enrollments in public and participating nonpublic schools per district. Thirty percent (30 percent) of funds will be distributed based on the Title I allocation count per district to those districts having the greatest numbers or percentages of children from low-income families.

Prior year funds may be carried forward to the current year.

Legal References

No Child Left Behind Act of 2001, Title V, Part A—Innovative Programs, Pub. L. No. 107–110

CFDA (Catalog of Federal Domestic Assistance) 84.298A

Guidelines

Title V funds may be spent in the following areas of targeted assistance:

- A. programs to recruit, train, and hire teachers to reduce class size, and professional development activities carried out in accordance with Title II;

- B. technology activities related to the implementation of school-based reform efforts, including professional development for school personnel in regard to how to use technology effectively in the classrooms and the school library media centers involved;
- C. programs for the development or acquisition and use of instructional and educational materials, including library services and materials, media materials, academic assessments, reference materials, computer software and hardware for instructional use, and other curricula materials that are tied to high academic standards, which will be used to improve student academic achievement and are a part of an overall education reform program;
- D. promising education reform projects, including magnet schools;
- E. programs to improve the academic achievement of educationally disadvantaged students, including drop-out prevention activities;
- F. programs to improve the literacy skills of adults, especially the parents of children served by the LEA, including adult education and family literacy programs;
- G. programs to provide for the educational needs of gifted and talented children;
- H. the planning, design, and initial implementation for a charter school, as described in Part B of Title V;
- I. school improvement programs or activities as described in Sections 1116 and 1117 of Title I;
- J. community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage;
- K. activities to promote consumer, economic, and personal finance education;
- L. activities to promote, implement, or expand public school choice;
- M. programs to hire and support school nurses;
- N. expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual and group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel;

- O. alternative educational programs for suspended/expelled students, and programs to assist reentry of these students to the regular educational setting;
- P. programs to establish or enhance Pre-kindergarten programs;
- Q. academic intervention programs that are operated jointly with community based organizations and that support academic enrichment, and counseling programs conducted during the school day (including extended school day or extended school year programs) for students most at risk of not meeting State academic achievement standards or not completing secondary school;
- R. programs for cardiopulmonary resuscitation (CPR) training in schools;
- S. programs to establish smaller learning communities;
- T. activities that encourage and expand improvements throughout the area served by the LEA that are designed to advance student academic achievement;
- U. initiatives to generate, maintain, and strengthen parental and community involvement;
- V. programs and activities that expand learning opportunities through best practice models designed to improve classroom learning and teaching;
- W. programs to provide same gender schools and classrooms (consistent with applicable law);
- X. service learning activities;
- Y. school safety programs;
- Z. programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning of academic content; and
- AA. supplemental educational services, as defined in Section 1116(e) of Title I.

All innovative assistance programs, as described above in the program purpose listing shall be:

- tied to promoting challenging academic achievement standards;
- used to improve student academic achievement; and

- part of an overall education reform strategy.

The appropriate accounts for **allowed expenditures** are

| | |
|---------------|---------------|
| 241-100-100** | 241-200-100** |
| 241-100-200 | 241-200-200 |
| 241-100-300 | 241-200-300 |
| 241-100-400 | 241-200-400 |
| 241-100-500 | 241-200-500 |
| 241-100-600 | 241-200-600 |

Expenditures in any budget category may be exceeded by 10 percent of the budgeted amount if there are funds available in another category to cover the excess.

Funds not expended in the year they are awarded may be carried forward to the next fiscal year.

****Because** a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with Title V program guidelines. The function and object accounts displayed above are only header codes. Detailed function and object account codes **must** be recorded by the district.

Responsible Office: Office of Federal and State Accountability, Division of
Accountability
Contact: Woody Lucas, 803-734-8118
E-Mail Address: wlucas@ed.sc.gov

**REVENUE 4341 LANGUAGE INSTRUCTION FOR LIMITED
ENGLISH PROFICIENT AND IMMIGRANT
STUDENTS, TITLE III
(Carryover Provision)**

SUBFUND 264 SPECIAL REVENUE FUND

PROJECT NUMBER BP

Allocation Formula

Allocations will be made to districts based upon the population of limited English proficient (LEP) and immigrant children within the district in relation to the population of LEP and immigrant children in the State, using a per pupil formula basis.

Legal References

No Child Left Behind Act of 2001, Title III–Language Instruction for Limited English Proficient and Immigrant Students, Part A–English Language Acquisition and Language Enhancement (reauthorization of the Elementary and Secondary Education Act of 1965), Pub. L. No. 107–110

General Education Provisions Act

CFDA (Catalog of Federal Domestic Assistance) 84.365

Guidelines

Funds may be used

- A. to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state content and student academic achievement standards as all children are expected to meet; and
- B. to assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging state academic content and student academic achievement standards as all children are expected to meet.

The appropriate accounts for **allowed expenditures** are

| | |
|---------------|---------------|
| 264-100-100** | 264-200-100** |
| 264-100-200 | 264-200-200 |
| 264-100-300 | 264-200-300 |
| 264-100-400 | 264-200-400 |
| 264-100-500 | 264-200-500 |
| 264-100-600 | 264-200-600 |

******Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with Title III program guidelines. The function and object accounts displayed above are only header codes. Detailed function and object account codes **must** be recorded by the district.

Responsible Office: Office of Federal and State Accountability, Division of
Accountability
Contact: Catherine Neff, 803-734-2880
E-Mail Address: cneff@ed.sc.gov

**REVENUE 4351 IMPROVING TEACHER QUALITY
(Carryover Provision)**

SUBFUND 267 SPECIAL REVENUE FUND

PROJECT NUMBER TQ

Allocation Formula

The amount of each district's allocation reflects a "hold-harmless" provision that is based on the amount of funds the district received in FY 2000–01 under the former Eisenhower Professional Development and Class-Size Reduction programs.

In any year in which the amount available under the Improving Teacher Quality program exceeds the sum of the "hold-harmless" amount, the excess amount will be allocated based on both the population of children ages five through seventeen and those same children from families with incomes below the poverty line. Twenty percent of the excess funds will be allocated based on the relative population of children ages five through seventeen and 80 percent will be allocated based on the relative population of children ages five through seventeen from families with incomes below the poverty line.

Both the population and poverty indicators used are according to the latest U.S. census data for Part A of Title I of the Elementary and Secondary Education Act.

Legal References

No Child Left Behind Act of 2001, Title II, Part A, Teacher and Principal Training and Recruiting Fund, Pub. L. No. 107-110

CFDA (Catalog of Federal Domestic Assistance) 84.367A

Guidelines

The Title II, Part A programs focus on preparing, training, and recruiting high-quality teachers and principals, and require districts to develop plans with annual measurable objectives that will ensure that all teachers teaching in core academic subjects are highly qualified.

Funds may be used to supplement but not supplant, non-Federal funds that otherwise would be used for authorized activities.

Allowed expenditures are listed in Section 2123 of the No Child Left Behind Act, “Local Use of Funds” which states the following:

- (a) IN GENERAL.—A local educational agency that receives a subgrant under section 2121 shall use the funds made available through the subgrant to carry out one or more of the following activities, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity:
 - (1) Developing and implementing mechanisms that assist schools in effectively recruiting and retaining highly qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available under this paragraph may be used for pupil services personnel only—
 - (A) if the local educational agency is making progress toward meeting the annual measurable objectives described in section 1119(a)(2); and
 - (B) in a manner consistent with mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers and principals.
 - (2) Developing and implementing initiatives to assist in recruiting highly qualified teachers (particularly initiatives that have proven effective in retaining highly qualified teachers), and hiring highly qualified teachers, who will be assigned teaching positions within their fields, including—
 - (A) providing scholarships, signing bonuses, or other financial incentives, such as differential pay, for teachers to teach—
 - (i) in academic subjects in which there exists a shortage of highly qualified teachers within a school or within a local educational agency; and
 - (ii) in schools in which there exists a shortage of highly qualified teachers;
 - (B) recruiting and hiring highly qualified teachers to reduce class size, particularly in the early grades; and
 - (C) establishing programs that—
 - (i) train and hire regular and secondary education teachers (which may include hiring special education teachers to team-teach in classrooms that contain both children with disabilities and non-disabled children);
 - (ii) train and hire highly qualified teachers of special needs children, as well as teaching specialists in core academic subjects who will provide increased individualized instruction to students;

- (iii) recruit qualified professionals from other fields, including highly qualified paraprofessionals, and provide such professionals with alternative routes to teacher certification, including developing and implementing hiring policies that ensure comprehensive recruitment efforts as a way to expand the applicant pool, such as through identifying teachers certified through alternative routes, and using a system of intensive screening designed to hire the most qualified applicants; and
 - (iv) provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession.
- (3) Providing professional development activities—
 - (A) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning—
 - (i) one or more of the core academic subjects that the teachers teach; and
 - (ii) effective instructional strategies, methods, and skills, and use of challenging State academic content standards and student academic achievement standards, and State assessments, to improve teaching practices and student academic achievement; and
 - (B) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning effective instructional practices and that—
 - (i) involve collaborate groups of teachers and administrators;
 - (ii) provide training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
 - (iii) provide training in methods of—
 - (I) improving student behavior in the classroom; and
 - (II) identifying early and appropriate interventions to help students described in clause (ii) learn;
 - (iv) provide training to enable teachers and principals to involve parents in their child’s education, especially parents of limited English proficient and immigrant children; and

- (v) provide training on how to understand and use data and assessments to improve classroom practice and student learning.
- (4) Developing and implementing initiative to promote retention of highly qualified teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide—
 - (A) teacher mentoring from exemplary teachers, principals, or superintendents;
 - (B) induction and support for teachers and principals during their first 3 years of employment as teachers or principals, respectively;
 - (C) incentives, including financial incentives, to retain teachers who have a record of success in helping low-achieving students improve their academic achievement; or
 - (D) incentives, including financial incentives, to principals who have a record of improving the academic achievement of all students, but particularly students from economically disadvantaged families, students from racial and ethnic minority groups, and students with disabilities.
- (5) Carrying out programs and activities that are designed to improve the quality of the teacher force, such as—
 - (A) innovative professional development programs (which may be provided through partnerships including institutions of higher education), including programs that train teachers and principals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy, are consistent with the requirements of section 9101, and are coordinated with activities carried out under part D;
 - (B) development and use of proven, cost-effective strategies for the implementation of professional development activities, such as through the use of technology and distance learning;
 - (C) tenure reform;
 - (D) merit pay programs;
 - (E) testing of elementary students and secondary school teachers in the academic subjects that the teachers teach.
- (6) Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help

talented aspiring or current principals and superintendents become outstanding managers and educational leaders.

- (7) Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
- (8) Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differential.
- (9) Carrying out programs and activities related to exemplary teachers.

Title II, Part A funds can be used to pay teacher salaries in the following situations:

- For highly qualified teachers hired for the purpose of reducing class size.
- As part of an overall strategy to improve teacher quality, for teacher incentives (e.g., as stipends for teachers recruited for hard-to-fill positions or to retain teachers who have been effective in helping low-achieving students succeed) or to pay the salaries of master teachers who provide professional development services for other teachers.
- For substitute teachers if (a) the regular classroom teachers they are replacing are funded through *Title II, Part A* to reduce class size, or (b) the teachers are participating in *Title II, Part A*-funded professional development programs.

The appropriate accounts for **allowed expenditures** are

| | |
|---------------|--|
| 267-100-100** | Instruction Salaries |
| 267-100-200 | Instruction Employee Benefits |
| 267-221-100 | Improvement of Instruction Curriculum Development Salaries |
| 267-221-200 | Improvement of Instruction Curriculum Development Employee Benefits |
| 267-221-300 | Improvement of Instruction Curriculum Development Purchased Services |
| 267-221-400 | Improvement of Instruction Curriculum Development Supplies and Materials |
| 267-221-500 | Improvement of Instruction Curriculum Development Capital Outlay |
| 267-223-100 | Supervision of Special Programs Salaries |
| 267-223-200 | Supervision of Special Programs Employee Benefits |
| 267-223-300 | Supervision of Special Programs Purchased Services |
| 267-223-400 | Supervision of Special Programs Supplies and Materials |

| | |
|-------------|--|
| 267-223-500 | Supervision of Special Programs Capital Outlay |
| 267-224-100 | Improvement of Instruction Inservice and Staff Training Salaries |
| 267-224-200 | Improvement of Instruction Inservice and Staff Training Employee Benefits |
| 267-224-300 | Improvement of Instruction Inservice and Staff Training Purchased Services |
| 267-224-400 | Improvement of Instruction Inservice and Staff Training Supplies and Materials |
| 267-224-500 | Improvement of Instruction Inservice and Staff Training Capital Outlay |
| 267-232-100 | Office of Superintendent Salaries |
| 267-232-200 | Office of Superintendent Employee Benefits |
| 267-232-300 | Office of Superintendent Purchased Services |
| 267-232-400 | Office of Superintendent Supplies and Materials |
| 267-232-500 | Office of Superintendent Capital Outlay |
| 267-264-100 | Staff Services Salaries |
| 267-264-200 | Staff Services Employee Benefits |
| 267-264-300 | Staff Services Purchased Services |
| 267-264-400 | Staff Services Supplies and Materials |
| 267-264-500 | Staff Services Capital Outlay |
| 267-370-300 | Nonpublic School Services Purchased Services |
| 267-370-400 | Nonpublic School Services Supplies and Materials |

****Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the program guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must** be recorded by the district.**

Responsible Office: Office of Educator Preparation, Support, and Assessment,
Division of Educator, Quality, and Leadership
Contacts: Deborah Larkin, 803-734-3454
Catherine Samulski, 803-734-4068
E-Mail Addresses: dlarkin@scteachers.org
csamulski@scteachers.org

REVENUE 4360 EVEN START FAMILY LITERACY

SUBFUND 242 SPECIAL REVENUE FUND

PROJECT NUMBER EK

Allocation Formula

Title I, Part B, Subpart 3 federal funds are allocated as competitive grants at a minimum of \$75,000 and a maximum of \$150,000 per grant to each Even Start project.

Legal References

No Child Left Behind Act of 2001, Title I, Part B, Subpart 3, Even Start Family Literacy Programs, Pub. L. No. 107-110

CFDA (Catalog of Federal Domestic Assistance) 84.213

Guidelines

- A. In carrying out an Even Start program, a grant recipient shall use grant funds to pay the federal share of the cost to provide intensive family literacy services. Programs must involve parents and children who are seven years old and under in a cooperative effort to help parents become full partners in the education of their children and to assist children in reaching their full potential as learners. Projects must include the four main components of Even Start:
- adult education/literacy instruction,
 - early childhood instruction,
 - Interactive Literacy Activities (ILA) between parents and children, and
 - parenting instruction.
- B. To qualify as an “eligible entity” an applicant must be a *partnership* between one or more school districts *and* one or more nonprofit community-based organizations, public agencies, institutions of higher education, or public or private nonprofit organizations.
- C. Project funding is comprised of a federal portion of funds (federal share) and a portion contributed by the project (local share). The federal share may not exceed 90 percent of the total cost of the program in the first year, 80 percent in

the second year, 70 percent in the third year, 60 percent in the fourth year, and 50 percent in the fifth, sixth, seventh, and eighth years.

- D. No more than 20 percent of the total funds may be used for administration costs.
- E. No more than 10 percent of the total funds may be used for computer hardware and software. All transfers of money must be made by April 15, 2008.
- F. Transportation vehicles may not be purchased with these funds, but the funds may be used collaboratively to provide transportation with district- or agency-owned vehicles. For example, if a school district owns a bus that can be used for Even Start, then Even Start funds may be used to pay for the driver, the gas, and so forth.
- G. Buildings may not be purchased nor major renovations made with Even Start funds. Costs for minor renovations are allowed, with approval.
- H. Federal funds under Title I, Part B, Subpart 3, may not be used for the indirect costs of a program.

The appropriate accounts for **allowed expenditures** are

| | |
|---------------|---------------|
| 242-100-100** | 242-200-100** |
| 242-100-200 | 242-200-200 |
| 242-100-300 | 242-200-300 |
| 242-100-400 | 242-200-400 |
| 242-100-500 | 242-200-500 |

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the Even Start Family Literacy program guidelines. The function and object accounts displayed above are only header codes. Detailed function and object account codes **must be recorded by the district.

Responsible Office: Office of Community and Parent Services, Division of
Educational Services
Contact: Ruth Nodine, 803-734-3540
E-Mail Address: rnodine@ed.sc.gov

REVENUE 4400 ADULT EDUCATION (4410, 4430)

SUBFUND 243 SPECIAL REVENUE FUND

PROJECT NUMBERS EA/EC/ED

Allocation Formula

$$\frac{\text{available funds}}{\text{number of adult students statewide}} = \text{amount per student}$$

Legal References

Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy Act (replaces the Adult Education Act as amended by the National Literacy Act of 1991)

CFDA (Catalog of Federal Domestic Assistance) 84.002

Guidelines

Funds are allocated to adult education programs in local school districts to provide academic services to adults for (1) adult education and literacy services, including workplace literacy services, (2) family literacy services, and (3) English literacy services. Adult education and literacy services include, but are not limited to, the following: basic-education instruction, preparation for the tests of General Educational Development (GED), the development of academic skills and in contextual workplace basic skills, or the completion of requirements for a high school diploma. In order to be served by an adult education program, an individual must meet the federal definition of an adult education student. In accordance with that definition, students who possess a high school credential may be served if they lack sufficient mastery of basic educational skills to enable them to function effectively in society.

All out-of-state travel paid with adult education funds must be directly related to the operation and improvement of the adult education program.

No more than 5 percent of federal adult education funds may be used for administration, without negotiating with the Office of Adult Education. The following account numbers are considered administrative costs: 223-100, 223-200, 223-300, 223-400, and 223-500.

Equipment purchased with funds budgeted under Equipment (181-500, 182-500, 183-500, and 223-500) must meet the following guidelines:

- A. Property records must be maintained that include a description of the property, a serial number or other identification number, the vendor's name, the acquisition date, the cost of the property, and the location of the property.
- B. A physical inventory of the property must be taken and the results reconciled with the property records every year.
- C. Disposal of obsolete equipment shall be documented in the inventory report. *Obsolete or inoperable equipment* is defined as equipment that is worn out, that is irreparable or not economically feasible to repair, or that has been replaced by new technology.
- D. Prior approval by the Office of Adult Education must be obtained in order to sell obsolete equipment. Funds generated from the sale of obsolete equipment must be reported to the Office of Adult Education.

Allowed expenditures include costs that are necessary and prudent to the successful operation of the program. However, expenditures will be limited to those identified in the approved plan.

The appropriate accounts for **allowed expenditures** are

| | |
|--------------|--|
| 243-181-100 | Adult Basic Education Programs Salaries |
| 243-181-200 | Adult Basic Education Programs Employee Benefits |
| 243-181-300 | Adult Basic Education Programs Purchased Services |
| 243-181-400 | Adult Basic Education Programs Supplies and Materials |
| 243-181-500* | Adult Basic Education Programs Capital Outlay |
| | |
| 243-182-100 | Adult Secondary Education Programs Salaries |
| 243-182-200 | Adult Secondary Education Programs Employee Benefits |
| 243-182-300 | Adult Secondary Education Programs Purchased Services |
| 243-182-400 | Adult Secondary Education Programs Supplies and Materials |
| 243-182-500* | Adult Secondary Education Programs Capital Outlay |
| | |
| 243-183-100 | Adult English Literacy (ESL) Salaries |
| 243-183-200 | Adult English Literacy (ESL) Employee Benefits |
| 243-183-300 | Adult English Literacy (ESL) Purchased Services |
| 243-183-400 | Adult English Literacy (ESL) Supplies and Materials |
| 243-183-500* | Adult English Literacy (ESL) Capital Outlay |

| | |
|--------------|--|
| 243-221-100 | Improvement of Instruction Curriculum Development Salaries |
| 243-221-200 | Improvement of Instruction Curriculum Development Employee Benefits |
| 243-221-300 | Improvement of Instruction Curriculum Development Purchased Services |
| 243-221-400 | Improvement of Instruction Curriculum Development Supplies and Materials |
| 243-223-100 | Supervision of Special Programs Salaries |
| 243-223-200 | Supervision of Special Programs Employee Benefits |
| 243-223-300 | Supervision of Special Programs Purchased Services |
| 243-223-400 | Supervision of Special Programs Supplies and Materials |
| 243-223-500* | Supervision of Special Programs Capital Outlay |
| 243-224-100 | Improvement of Instruction Inservice and Staff Training Salaries |
| 243-224-200 | Improvement of Instruction Inservice and Staff Training Employee Benefits |
| 243-224-300 | Improvement of Instruction Inservice and Staff Training Purchased Services |
| 243-224-400 | Improvement of Instruction Inservice and Staff Training Supplies and Materials |
| 243-254-100 | Operation and Maintenance of Plant Salaries |
| 243-254-200 | Operation and Maintenance of Plant Employee Benefits |
| 243-254-300 | Operation and Maintenance of Plant Purchased Services |
| 243-254-400 | Operation and Maintenance of Plant Supplies and Materials |

*Requests for budget items in these categories **must be submitted in writing** and **must be approved in writing** by the Office of Adult Education.

Budget amendments must be received in the Office of Adult Education no later than May 15 of the current fiscal year. If May 15 falls on a weekend, all amendments will be due the following Monday.

Responsible Office: Office of Adult Education, Division of Standards and Learning
 Contacts: David Stout, 803-734-8348 (budget questions)
 Fax: 803-734-8336
 Janet Thompson, 803-734-8472 (program questions)
 E-Mail Addresses: dstout@ed.sc.gov
jthompson@ed.sc.gov

Guidelines

ADULT ENGLISH LITERACY

The purpose of this initiative is not to simply expand English literacy services but to provide an integrated program of services that incorporates English literacy and civics education. To effectively participate in the education, work, and civic opportunities of this country, immigrants and other persons with limited English proficiency must not only master English but be able to understand and navigate governmental, educational, and workplace systems and key institutions such as banking and health care.

As it is defined in the *Federal Register* [64, no. 221 (November 17, 1999): 62921, "Notices"], "Civics education means an educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers, and community members."

Allowed expenditures include costs that are necessary and prudent to the successful operation of the program. However, expenditures will be limited to those identified in the approved plan.

The appropriate accounts for **allowed expenditures** are

| | |
|--------------|---|
| 243-183-100 | Adult English Literacy (ESL) Salaries |
| 243-183-200 | Adult English Literacy (ESL) Employee Benefits |
| 243-183-300 | Adult English Literacy (ESL) Purchased Services |
| 243-183-400 | Adult English Literacy (ESL) Supplies and Materials |
| 243-183-500* | Adult English Literacy (ESL) Capital Outlay |

*Requests for budget items in this category **must be submitted in writing** and **must be approved in writing** by the Office of Adult Education.

Budget amendments must be received in the Office of Adult Education no later than August 1 of the current fiscal year. If August 1 falls on a weekend, all amendments will be due the following Monday.

Responsible Office: Office of Adult Education, Division of Standards and Learning
Contacts: Katy Harvin, 803-734-8070 (Program questions)
David Stout, 803-734-8348 (Budget questions)
Fax: 803-734-8336
E-Mail Addresses: kharvin@ed.sc.gov
dstout@ed.sc.gov

**REVENUE 4510 INDIVIDUALS WITH DISABILITIES
 EDUCATION ACT (IDEA)
 (Carryover Provision)**

SUBFUND 203 SPECIAL REVENUE FUND

PROJECT NUMBERS CA/CE/CO/CR

Allocation Formula

A district's allocation is calculated by utilizing the base amount established in FY 1997. Of the aggregate, 85 percent of the funds will be distributed based on a pro rata share of public and private school enrollment, and the remaining 15 percent of the funds will be distributed based on a pro rata share of the number of students eligible for free and reduced-price lunch.

Legal References

Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Part B
CFDA (Catalog of Federal Domestic Assistance) 84.027

Guidelines

These funds must be used to supplement, not supplant, the level of state and local funds expended for the education of children with disabilities.

Funds may be used only for the excess costs of providing special education and related services for children with disabilities. The excess cost requirement means that a local education agency (LEA) must spend a certain minimum amount for the education of its children with disabilities before IDEA funds are used. This ensures that children with disabilities have at least the same amount spent on them as do children in the LEA taken as a whole. The average minimum amount is determined by utilizing the Excess Cost Worksheets as stated in the IDEA of 2004 federal regulations.

Disallowed expenditures include construction of facilities.

In order to receive funds, a school district must submit an application that is approved by the Office of Exceptional Children, Division of Standards and Learning.

The appropriate accounts for **allowed expenditures** are

| | |
|-------------|--|
| 203-115-100 | Vocational Programs Salaries |
| 203-115-200 | Vocational Programs Employee Benefits |
| 203-115-300 | Vocational Programs Purchased Services |
| 203-115-400 | Vocational Programs Supplies and Materials |
| 203-115-500 | Vocational Programs Capital Outlay |
| 203-115-600 | Vocational Programs Other Objects |
| 203-120-100 | Exceptional Programs Salaries |
| 203-120-200 | Exceptional Programs Employee Benefits |
| 203-120-300 | Exceptional Programs Purchased Services |
| 203-120-400 | Exceptional Programs Supplies and Materials |
| 203-120-500 | Exceptional Programs Capital Outlay |
| 203-120-600 | Exceptional Programs Other Objects |
| 203-131-100 | Preschool Handicapped Speech (5-yr.-Olds) Salaries |
| 203-131-200 | Preschool Handicapped Speech (5-yr.-Olds) Employee Benefits |
| 203-131-300 | Preschool Handicapped Speech (5-yr.-Olds) Purchased Services |
| 203-131-400 | Preschool Handicapped Speech (5-yr.-Olds) Supplies and Materials |
| 203-131-500 | Preschool Handicapped Speech (5-yr.-Olds) Capital Outlay |
| 203-131-600 | Preschool Handicapped Speech (5-yr.-Olds) Other Objects |
| 203-132-100 | Preschool Handicapped Itinerant (5-yr.-Olds) Salaries |
| 203-132-200 | Preschool Handicapped Itinerant (5-yr.-Olds) Employee Benefits |
| 203-132-300 | Preschool Handicapped Itinerant (5-yr.-Olds) Purchased Services |
| 203-132-400 | Preschool Handicapped Itinerant (5-yr.-Olds) Supplies and Materials |
| 203-132-500 | Preschool Handicapped Itinerant (5-yr.-Olds) Capital Outlay |
| 203-132-600 | Preschool Handicapped Itinerant (5-yr.-Olds) Other Objects |
| 203-133-100 | Preschool Handicapped Self-Contained (5-yr.-Olds) Salaries |
| 203-133-200 | Preschool Handicapped Self-Contained (5-yr.-Olds) Employee Benefits |

| | |
|-------------|---|
| 203-133-300 | Preschool Handicapped Self-Contained (5-yr.-Olds) Purchased Services |
| 203-133-400 | Preschool Handicapped Self-Contained (5-yr.-Olds) Supplies and Materials |
| 203-133-500 | Preschool Handicapped Self-Contained (5-yr.-Olds) Capital Outlay |
| 203-133-600 | Preschool Handicapped Self-Contained (5-yr.-Olds) Other Objects |
| 203-134-100 | Preschool Handicapped Homebased (5-yr.-Olds) Salaries |
| 203-134-200 | Preschool Handicapped Homebased (5-yr.-Olds) Employee Benefits |
| 203-134-300 | Preschool Handicapped Homebased (5-yr.-Olds) Purchased Services |
| 203-134-400 | Preschool Handicapped Homebased (5-yr.-Olds) Supplies and Materials |
| 203-134-500 | Preschool Handicapped Homebased (5-yr.-Olds) Capital Outlay |
| 203-134-600 | Preschool Handicapped Homebased (5-yr.-Olds) Other Objects |
| 203-135-100 | Preschool Handicapped Speech (3- & 4-yr.-Olds) Salaries |
| 203-135-200 | Preschool Handicapped Speech (3- & 4-yr.-Olds) Employee Benefits |
| 203-135-300 | Preschool Handicapped Speech (3- & 4-yr.-Olds) Purchased Services |
| 203-135-400 | Preschool Handicapped Speech (3- & 4-yr.-Olds) Supplies and Materials |
| 203-135-500 | Preschool Handicapped Speech (3- & 4-yr.-Olds) Capital Outlay |
| 203-135-600 | Preschool Handicapped Speech (3- & 4-yr.-Olds) Other Objects |
| 203-136-100 | Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Salaries |
| 203-136-200 | Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Employee Benefits |
| 203-136-300 | Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Purchased Services |
| 203-136-400 | Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Supplies and Materials |
| 203-136-500 | Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Capital Outlay |

| | |
|---------------|--|
| 203-136-600 | Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Other Objects |
| 203-137-100 | Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Salaries |
| 203-137-200 | Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Employee Benefits |
| 203-137-300 | Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Purchased Services |
| 203-137-400 | Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Supplies and Materials |
| 203-137-500 | Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Capital Outlay |
| 203-137-600 | Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Other Objects |
| 203-138-100 | Preschool Handicapped Homebased (3- & 4-yr.-Olds) Salaries |
| 203-138-200 | Preschool Handicapped Homebased (3- & 4-yr.-Olds) Employee Benefits |
| 203-138-300 | Preschool Handicapped Homebased (3- & 4-yr.-Olds) Purchased Services |
| 203-138-400 | Preschool Handicapped Homebased (3- & 4-yr.-Olds) Supplies and Materials |
| 203-138-500 | Preschool Handicapped Homebased (3- & 4-yr.-Olds) Capital Outlay |
| 203-138-600 | Preschool Handicapped Homebased (3- & 4-yr.-Olds) Other Objects |
| 203-145-100 | Homebound Salaries |
| 203-145-200 | Homebound Employee Benefits |
| 203-145-300 | Homebound Purchased Services |
| 203-145-400 | Homebound Supplies and Materials |
| 203-145-500 | Homebound Capital Outlay |
| 203-145-600 | Homebound Other Objects |
| 203-161-100 | Autism Salaries |
| 203-161-200 | Autism Employee Benefits |
| 203-161-300 | Autism Purchased Services |
| 203-161-400 | Autism Supplies and Materials |
| 203-161-500 | Autism Capital Outlay |
| 203-161-600 | Autism Other Objects |
| 203-200-100** | Support Services Salaries |
| 203-200-200 | Support Services Employee Benefits |
| 203-200-300 | Support Services Purchased Services |

| | |
|-------------|---|
| 203-200-400 | Support Services Supplies and Materials |
| 203-200-500 | Support Services Capital Outlay |
| 203-200-600 | Support Services Other Objects |

****Because** a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with IDEA of 2004 program guidelines. Function and object accounts displayed above are only header codes. Detailed function and object account codes **must** be recorded by the district.

| | |
|---------------------|--|
| Responsible Office: | Office of Exceptional Children, Division of Standards and Learning |
| Contact: | Vanessa Nelson-Reed, 803-734-8788 |
| E-Mail Address: | vnreed@ed.sc.gov |

**REVENUE 4520 PRESCHOOL GRANTS (IDEA)
(Carryover Provision)**

SUBFUND 205 SPECIAL REVENUE FUND

PROJECT NUMBER CG

Allocation Formula

A district's allocation is calculated by using the base amount established in FY 1999. Of the aggregate, 85 percent of the funds will be distributed to school districts based on a pro rata share of public and private school enrollment, and the remaining 15 percent of the funds will be distributed to districts based on a pro rata share of the number of children eligible for free and reduced-price lunch.

Prior year funds may be carried over to the current year.

Legal References

Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Part B
CFDA (Catalog of Federal Domestic Assistance) 84.173

Guidelines

Funds under this grant shall be used to pay only the excess costs of special education and related services attributable to the education of children with disabilities ages three, four, and five.

These funds shall be used to supplement and increase the level of state and local funds expended for the education of children with disabilities ages three, four, and five and in no case to supplant state and local funds.

Disallowed expenditures include construction of facilities.

In order to receive funds, a school district must submit an application that is approved by the Office of Exceptional Children, Division of Standards and Learning.

The appropriate accounts for **allowed expenditures** are

| | |
|---------------|---|
| 205-130-100 | Preschool Programs Salaries |
| 205-130-200 | Preschool Programs Employee Benefits |
| 205-130-300 | Preschool Programs Purchased Services |
| 205-130-400 | Preschool Programs Supplies and Materials |
| 205-130-500 | Preschool Programs Capital Outlay |
| 205-130-600 | Preschool Programs Other Objects |
| | |
| 205-200-100** | Support Services Salaries |
| 205-200-200 | Support Services Employee Benefits |
| 205-200-300 | Support Services Purchased Services |
| 205-200-400 | Support Services Supplies and Materials |
| 205-200-500 | Support Services Capital Outlay |

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with IDEA of 2004 Preschool Grants program guidelines. Function and object codes displayed above are only header codes. Detailed function and object account codes **must be recorded by the school district.

Responsible Office: Office of Exceptional Children, Division of Standards and Learning
Contact: Vanessa Nelson-Reed, 803-734-8788
E-Mail Address: vnreed@ed.sc.gov

**REVENUE 4800/4991 SCHOOL FOOD SERVICE PROGRAMS
(Carryover Provision)**

SUBFUND 600 FOOD SERVICE FUND

Allocation Formula

Allocations are based on federal reimbursements. Prior year funds may be carried over to the current year.

Legal References

7 C.F.R. §§ 210, 220, 245, 250

S.C. Code Ann. §§ 59-63-765, 59-63-790, and 59-63-800 (2004)

CFDA (Catalog of Federal Domestic Assistance) 10.550, 10.553, 10.555, 10.564, and 10.574

Guidelines

The primary objective of the South Carolina Child Nutrition Program is to safeguard the health and well-being of children by making nutritious meals available at a minimal cost in a setting that furnishes valuable learning experiences. Local school districts participate in several nutrition programs that are supported by federal funds.

Federal Child Nutrition Programs guidelines require school districts participating in the program (1) to make a written application to the South Carolina Department of Education and (2) to sign an agreement to operate a nonprofit program that

- a. provides meals that meet the minimum nutritional standards;
- b. provides school lunch and school breakfast without cost or at a reduced price to all children who are unable to pay the full price and *who qualify for free and reduced-price meals based on current income eligibility guidelines*;
- c. fulfills the provisions as set forth in the "Policy Statement for Free and Reduced Price Meals"; and
- d. provides for accountability.

Cash assistance is based on the number of meals served by category—paid, free and reduced—and the count taken at the point of service, which is the program requirement. A reimbursement claim must be submitted to the State Department of Education's Office of School Food Services and Nutrition on a monthly basis to justify the reimbursement claimed and to enable the Department to provide information on required reports to the U.S. Department of Agriculture. The school district report also provides information to determine the costs of meals, the level of revenues and expenditures, and the amount of operating balance.

The federally assisted programs are as follows:

A. School Lunch and After-School Snacks Program

REVENUE 4810 (CFDA 10.555)

This program makes it possible for schools to serve wholesome low-cost lunches that meet USDA requirements for a school lunch. School districts are reimbursed for lunches served to students. Rates vary according to whether the lunch is free, reduced-price, or paid. Funding for this program also allows for schools to participate in the USDA Seamless Summer Feeding Program and claim reimbursement under the School Lunch and/or Breakfast Program.

The National School Lunch Program now offers cash reimbursement to help schools serve snacks to children after their regular school day ends. After-school snacks give children a nutritional boost and draw them into supervised activities that are safe, fun, and filled with learning opportunities. In schools where the number of students eligible to receive free and/or reduced-priced meals is 50 percent or more, the snacks are served free to all students.

B. School Breakfast Program

REVENUE 4830 (CFDA 10.553)

The school breakfast program can help close the nutrition gap by providing children with nutritious breakfasts at schools that meet USDA meal requirements. School districts are reimbursed for breakfasts served to students. Rates vary according to whether the breakfast is free, reduced-price, or paid. (In schools qualifying as severe needs schools, additional funds are available up to a maximum reimbursement level.) Funding for this program also allows for schools to participate in the USDA Seamless Summer Feeding Program and claim reimbursement under the School Lunch and/or Breakfast Program.

C. Food Distribution Program

A uniform financial management and accounting system is necessary due to the complexity of the programs and the amount of funds provided. The *South Carolina School Food Service Program Reference Manual* explains the procedures for accounting and reporting for the funds under these programs.

REVENUE 4850 (CFDA 10.550)

When extenuating circumstances occur, school districts may receive cash assistance in the form of payments from the federal government as “Cash in Lieu of Commodities.” This subsistence is used in the Food Distribution Program for improving the diets of school children.

REVENUE 4991 (Commodities) (CFDA 10.550)

Funds are appropriated to the U.S. Department of Agriculture to purchase commodities for the lunch program and disaster feeding. These donated commodities are allocated to the various states and programs on a formula (fair share) basis.

The appropriate accounts for **allowed expenditures** are

| | |
|-------------|--------------------------------------|
| 600-256-100 | Food Services Salaries |
| 600-256-200 | Food Services Employees Benefits |
| 600-256-300 | Food Services Purchased Services |
| 600-256-400 | Food Services Supplies and Materials |
| 600-256-500 | Food Services Capital Outlay |
| 600-256-600 | Food Services Other Objects |

Responsible Office: Office of School Food Services and Nutrition, Division of
Innovation and Support

Contacts: Vivian Pilant (School Lunch/Breakfast/After-School Snacks
Programs), 803-734-8195
Craig Brooks (Food Distribution Program), 803-734-8209
Heather Snelgrove (School Lunch/Breakfast/After-School
Snacks Programs), 803-734-8197

E-Mail Addresses: vpilant@ed.sc.gov
cbrooks@ed.sc.gov
hsnelgro@ed.sc.gov

**REVENUE 4920 DRUG AND VIOLENCE PREVENTION
PROGRAM
(TITLE IV, 21ST CENTURY SCHOOLS)**

SUBFUND 209 SPECIAL REVENUE FUND

PROJECT NUMBER FQ

Allocation Formula

In general

- A. Funds to local educational agencies-
a state shall provide the amount made available to the state under this subpart, less the amounts reserved under section 4112 to local educational agencies for drug and violence prevention and education programs and activities as follows:
 - (a) 60 percent of such amount based on the relative amount such agencies received under Part A of Title I for the preceding fiscal year
 - (b) 40 percent of such amount based on the relative enrollments in public and private nonprofit elementary schools and secondary schools within the boundaries of such agencies
- B. Administrative costs-
of the amount received under paragraph (A), a local educational agency may use not more than 2 percent for the administrative costs of carrying out its responsibilities under this subpart.

(The 30 percent “set-aside” for districts with greatest need is no longer required.)

Legal References

No Child Left Behind Act of 2001, Title IV—21st Century Schools, Part A, Safe and Drug-Free Schools and Communities, Pub. L. No. 107–110

CFDA (Catalog of Federal Domestic Assistance) 84.186A

Guidelines

Allocations are intended to support all South Carolina students in public and nonprofit private schools. LEAs must provide comprehensive violence prevention programs and comprehensive alcohol and other drug abuse prevention programs designed for all students.

Title IV—21st Century Schools, Part A, Safe and Drug-Free Schools and Communities

Section 4115, Authorized Activities, of the Act states the following:

PRINCIPLES OF EFFECTIVENESS

In general.—For a program or activity developed pursuant to this subpart to meet the principles of effectiveness, such program or activity shall

- A. be based on an assessment of objective data regarding the incidence of violence and illegal drug use in the elementary schools and secondary schools and communities to be served, including an objective analysis of the current conditions and consequences regarding violence and illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program) that is based on ongoing local assessment or evaluation activities;
- B. be based on an established set of performance measures aimed at ensuring that the elementary schools and secondary schools and communities to be served by the program have a safe, orderly, and drug-free learning environment;
- C. be based on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use;
- D. be based on an analysis of the data reasonably available at the time, of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, assets; or other variables in schools and communities in the State identified through scientifically based research; and
- E. include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity.

The appropriate accounts for **allowed expenditures** are

| | |
|---------------|--|
| 209-200-100** | Support Services Salaries |
| 209-200-200 | Support Services Employee Benefits |
| 209-200-300 | Support Services Purchased Services |
| 209-200-400 | Support Services Supplies and Materials |
| 209-200-500 | Support Services Capital Outlay |
| 209-251-100 | Student Transportation (Federal/District Mandated) Salaries |
| 209-251-200 | Student Transportation (Federal/District Mandated) Employee Benefits |
| 209-251-300 | Student Transportation (Federal/District Mandated) Purchased Services |
| 209-251-400 | Student Transportation (Federal/District Mandated) Supplies and Materials |
| 209-251-500 | Student Transportation (Federal/District Mandated) Capital Outlay |
| 209-271-660 | Pupil Service Activities Support Services (for field trips and other pupil transportation costs not provided by state law) Since expenditure reporting by object-level detail is optional for pupil activity functions, please use object codes that are consistent with the district's accounting system to report costs for field trips under Function Code 271. |
| 209-370-100 | Nonpublic School Services Salaries |
| 209-370-200 | Nonpublic School Services Employee Benefits |
| 209-370-300 | Nonpublic School Services Purchased Services |
| 209-370-400 | Nonpublic School Services Supplies and Materials |
| 209-370-500 | Nonpublic School Services Capital Outlay |
| 209-390-100 | Other Community Services Salaries |
| 209-390-200 | Other Community Services Employee Benefits |
| 209-390-300 | Other Community Services Purchased Services |
| 209-390-400 | Other Community Services Supplies and Materials |
| 209-390-500 | Other Community Services Capital Outlay |

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with approved applications and the guidelines established for the Safe and Drug-Free Schools Program. As a result, the function and object account codes displayed above are header accounts only and not the detailed function and object codes that **must be recorded by the district.

Responsible Office: Office of Youth Services, Division of Educational Services
Contact: Beth Mackinem, 803-734-6905
E-Mail Address: bmackine@ed.sc.gov

**REVENUE 4924 21ST CENTURY COMMUNITY LEARNING
CENTERS PROGRAM
(TITLE IV, 21ST CENTURY SCHOOLS)**

SUBFUND 224 SPECIAL REVENUE FUND

PROJECT NUMBER CL

Allocation Formula

Funds will be awarded on a competitive grant basis to school districts and other organizations. The purpose of this funding is to serve students who attend schools that either receive or are eligible to receive Title I school-wide assistance. Private schools that serve students from high-poverty communities are also eligible to compete for funds.

To the extent practical, the SDE will award grants equitably among geographic regions within the state, including rural and urban communities. Priority will be given to applications that target services to students who attend schools identified as in need of improvement under section 1116 of Title I and that are submitted jointly by at least one public school district and one community-based organization, faith-based organization, or other public or private organization.

Grants may be awarded for periods of up to four years at the discretion of the SDE. Funds requested may not exceed \$200,000 in year one. For projects that are awarded continuation grants, the amount in year two may not exceed \$200,000; in year three, \$150,000; and in year four, \$127,500.

An application submitted by a consortium that includes at least two public school districts may request up to \$300,000 in year one. For consortia that are awarded continuation grants, the amount in year two may not exceed \$300,000; in year three, \$225,000; and in year four, \$191,250.

An applicant may request an amount less than the maximum allowed, but by law, the minimum amount that may be awarded to a grantee in any grant year is \$50,000.

Legal References

No Child Left Behind Act of 2001, Title IV, 21st Century Schools, Part B, 21st Century Community Learning Centers (Pub. L. No. 107-110)

CFDA (Catalog of Federal Domestic Assistance) 84.287

Guidelines

The South Carolina Department of Education (SDE) will award grants, subject to the availability of funds, for the purpose of establishing or expanding activities in community learning centers. These grants will be used to

- provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools;
- enable students to meet state and local standards in core academic subjects;
- offer students a broad array of enrichment activities that can complement their regular academic programs; and
- offer literacy and other educational services to the families of participating children.

Section 4205 of the No Child Left Behind Act, “Authorized Activities,” states the following:

(c) PRINCIPLES OF EFFECTIVENESS.—

(1) IN GENERAL.—For a program or activity developed pursuant to this part to meet the principles of effectiveness, such program or activity shall—

- (A) be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;
- (B) be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and
- (C) if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

Disallowed expenditures include costs for the purchase of buses and other vehicles; construction and renovation; fundraising activities; advertising and marketing; activities whose sole or primary purpose is entertainment (fun parks, skating rinks, etc.); and incentives for paid staff (bonuses, awards, luncheons, etc.).

Allowed expenditures include funds to provide before-school, after-school, and summer school activities that advance student academic achievement. Activities targeting prekindergarten-aged children and adult family members may take place during regular school hours if such times are deemed most suitable for serving these populations. Funds may also be used to provide activities that advance the literacy of the participants’ adult family members and to cover costs associated with

personnel, supplies/materials, and transportation as they relate to the approved activities.

These funds must be used to supplement, and not supplant, other federal, state, and local funds.

Grantees must provide academic enrichment activities to help students meet state and local standards in the core content areas, such as reading, math, and science. Funds may be used for the following activities designed to improve student achievement and performance:

- remedial education activities;
- academic enrichment learning programs;
- additional assistance to students to improve academic achievement;
- mathematics and science education activities;
- arts and music education services;
- entrepreneurial education programs;
- tutoring services (including senior volunteers);
- mentoring programs;
- programs for limited-English-proficient students;
- recreational activities;
- telecommunications and technology education programs;
- expanded library service hours;
- parental involvement and family literacy programs;
- programs for students who have been truant, suspended, or expelled;
- drug- and violence-prevention programs;
- counseling programs;
- character education programs; and
- leadership skills training.

Indirect cost transfers are allowable for the program. This expenditure may not exceed the restricted indirect cost rate approved for the district being served.

The appropriate accounts for **allowed expenditures** are

| | |
|-------------|---|
| 224-139-100 | Early Childhood Programs Salaries |
| 224-139-200 | Early Childhood Programs Employee Benefits |
| 224-139-300 | Early Childhood Programs Purchased Services |
| 224-139-400 | Early Childhood Programs Supplies and Materials |
| 224-139-500 | Early Childhood Programs Capital Outlay |
| | |
| 224-171-100 | Primary Summer School Salaries |
| 224-171-200 | Primary Summer School Employee Benefits |
| 224-171-300 | Primary Summer School Purchased Services |

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| 224-171-400 | Primary Summer School Supplies and Materials |
| 224-171-500 | Primary Summer School Capital Outlay |
| 224-172-100 | Elementary Summer School Salaries |
| 224-172-200 | Elementary Summer School Employee Benefits |
| 224-172-300 | Elementary Summer School Purchased Services |
| 224-172-400 | Elementary Summer School Supplies and Materials |
| 224-172-500 | Elementary Summer School Capital Outlay |
| 224-173-100 | High School Summer School Salaries |
| 224-173-200 | High School Summer School Employee Benefits |
| 224-173-300 | High School Summer School Purchased Services |
| 224-173-400 | High School Summer School Supplies and Materials |
| 224-173-500 | High School Summer School Capital Outlay |
| 224-175-100 | Instructional Programs Beyond Regular School Day Salaries |
| 224-175-200 | Instructional Programs Beyond Regular School Day Employee Benefits |
| 224-175-300 | Instructional Programs Beyond Regular School Day Purchased Services |
| 224-175-400 | Instructional Programs Beyond Regular School Day Supplies and Materials |
| 224-175-500 | Instructional Programs Beyond Regular School Day Capital Outlay |
| 224-188-100 | Parenting/Family Literacy Salaries |
| 224-188-200 | Parenting/Family Literacy Employee Benefits |
| 224-188-300 | Parenting/Family Literacy Purchased Services |
| 224-188-400 | Parenting/Family Literacy Supplies and Materials |
| 224-188-500 | Parenting/Family Literacy Capital Outlay |
| 224-212-100 | Guidance Services Salaries |
| 224-212-200 | Guidance Services Employee Benefits |
| 224-212-300 | Guidance Services Purchased Services |
| 224-212-400 | Guidance Services Supplies and Materials |
| 224-212-500 | Guidance Services Capital Outlay |
| 224-213-100 | Health Services Salaries |
| 224-213-200 | Health Services Employee Benefits |
| 224-213-300 | Health Services Purchased Services |
| 224-213-400 | Health Services Supplies and Materials |
| 224-213-500 | Health Services Capital Outlay |
| 224-214-100 | Psychological Services Salaries |
| 224-214-200 | Psychological Services Employee Benefits |

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| 224-214-300 | Psychological Services Purchased Services |
| 224-214-400 | Psychological Services Supplies and Materials |
| 224-214-500 | Psychological Services Capital Outlay |
| 224-223-100 | Supervision of Special Programs Salaries |
| 224-223-200 | Supervision of Special Programs Employee Benefits |
| 224-223-300 | Supervision of Special Programs Purchased Services |
| 224-223-400 | Supervision of Special Programs Supplies and Materials |
| 224-223-500 | Supervision of Special Programs Capital Outlay |
| 224-224-100 | Improvement of Instruction Inservice and Staff Training Salaries |
| 224-224-200 | Improvement of Instruction Inservice and Staff Training Employee Benefits |
| 224-224-300 | Improvement of Instruction Inservice and Staff Training Purchased Services |
| 224-224-400 | Improvement of Instruction Inservice and Staff Training Supplies and Materials |
| 224-224-500 | Improvement of Instruction Inservice and Staff Training Capital Outlay |
| 224-251-100 | Student Transportation (Federal/District Mandated) Salaries |
| 224-251-200 | Student Transportation (Federal/District Mandated) Employee Benefits |
| 224-251-300 | Student Transportation (Federal/District Mandated) Purchased Services |
| 224-251-400 | Student Transportation (Federal/District Mandated) Supplies and Materials |
| 224-251-500 | Student Transportation (Federal/District Mandated) Capital Outlay |
| 224-254-100 | Operation and Maintenance of Plant Salaries |
| 224-254-200 | Operation and Maintenance of Plant Employee Benefits |
| 224-254-300 | Operation and Maintenance of Plant Purchased Services |
| 224-254-400 | Operation and Maintenance of Plant Supplies and Materials |
| 224-254-500 | Operation and Maintenance of Plant Capital Outlay |
| 224-256-100 | Food Services Salaries |
| 224-256-200 | Food Services Employee Benefits |
| 224-256-300 | Food Services Purchased Services |
| 224-256-400 | Food Services Supplies and Materials |
| 224-256-500 | Food Services Capital Outlay |

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|-------------|---------------------------------|
| 224-258-100 | Security Salaries |
| 224-258-200 | Security Employee Benefits |
| 224-258-300 | Security Purchased Services |
| 224-258-400 | Security Supplies and Materials |
| 224-258-500 | Security Capital Outlay |

| | |
|-------------|--|
| 224-271-660 | Pupil Service Activities Support Services (for field trips and other pupil transportation costs not provided by state law) |
|-------------|--|

Since expenditure reporting by object-level detail is optional for pupil activity functions, please use object codes that are consistent with the district's accounting system to report costs for field trips under Function Code 271.

| | |
|-------------|--|
| 224-320-100 | Community Recreation Services Salaries |
| 224-320-200 | Community Recreation Services Employee Benefits |
| 224-320-300 | Community Recreation Services Purchased Services |
| 224-320-400 | Community Recreation Services Supplies and Materials |
| 224-320-500 | Community Recreation Services Capital Outlay |

| | |
|-------------|--|
| 224-340-100 | Public Library Services Salaries |
| 224-340-200 | Public Library Services Employee Benefits |
| 224-340-300 | Public Library Services Purchased Services |
| 224-340-400 | Public Library Services Supplies and Materials |
| 224-340-500 | Public Library Services Capital Outlay |

| | |
|-------------|---|
| 224-390-100 | Other Community Services Salaries |
| 224-390-200 | Other Community Services Employee Benefits |
| 224-390-300 | Other Community Services Purchased Services |
| 224-390-400 | Other Community Services Supplies and Materials |
| 224-390-500 | Other Community Services Capital Outlay |

| | |
|---------------------|---|
| Responsible Office: | Office of Community and Parent Services, Division of Educational Services |
| Contact: | Diane Willis, 803-734-8103 |
| E-Mail Address: | dwillis@ed.sc.gov |

**REVENUE 4995 CDC STATE AND LOCAL COORDINATED
SCHOOL HEALTH PROGRAMS**

SUBFUND 248 SPECIAL REVENUE FUND

PROJECT NUMBER FR

Allocation Formula

Allocations are distributed on a competitive grant award basis as funds are available.

Legal References

Public Health Service Act § 301(A)

CFDA (Catalog of Federal Domestic Assistance) 93.938

Guidelines

The primary objective of the CDC (Centers for Disease Control) cooperative agreement entitled "School Health Programs to Prevent Serious Health Problems and Improve Education Outcomes" is to strengthen coordinated school health programs with a focus on physical activity, nutrition, tobacco, and HIV/AIDS and to develop state, regional, and local infrastructure supporting school districts and schools. Funds from this source are used in the following ways:

- A. Grants are awarded to partner organizations to provide program assistance, service, training, and technical assistance for the statewide school health initiative. This support includes education and promotion, communication and linkages, program development, surveillance, research, and evaluation.
- B. Grant awards are made to districts, schools, youth-serving agencies and organizations, and nonprofits for project and program activity that support the development of South Carolina Healthy Schools coordinated school health initiative. The grant awards provide the guidelines and funding guidance information.

The appropriate accounts for **allowed expenditures** are

248-100-100**
248-100-200

248-200-100**
248-200-200

| | |
|-------------|-------------|
| 248-100-300 | 248-200-300 |
| 248-100-400 | 248-200-400 |
| 248-100-600 | 248-200-600 |

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with approved project grants and the guidelines established for the CDC State and Local Coordinated School Health Programs. As a result, the function and object codes displayed above are header codes only and not the detailed function and object account codes that **must be recorded by the district.

Responsible Office: Office of Youth Services, Division of Educational Services
Contact: Lynn Hammond, 803-734-8076
E-Mail Address: lhammond@ed.sc.gov

REVENUE 4996 LEARN AND SERVE AMERICA

SUBFUND 249 SPECIAL REVENUE FUND

PROJECT NUMBERS FA/FE/GG

Allocation Formula

Funds are allocated through a grant application process to districts meeting criteria specified in the federal grant.

Legal References

National and Community Service Trust Act of 1993

CFDA (Catalog of Federal Domestic Assistance) 94.004

Guidelines

Service-learning is a method of teaching and learning that connects classroom lessons with meaningful service to the community while helping to encourage civic responsibility. Students from PK-16 learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of the communities. Service activities are integrated into and enhance the academic curriculum of the students.

Disallowed expenditures include stipends to students.

Allowed expenditures include salaries, benefits, purchased services, and costs of supplies and materials, and approved equipment.

The appropriate accounts for **allowed expenditures** are

| | | |
|---------------|---------------|---------------|
| 249-100-100** | 249-200-100** | 249-300-100** |
| 249-100-200 | 249-200-200 | 249-300-200 |
| 249-100-300 | 249-200-300 | 249-300-300 |
| 249-100-400 | 249-200-400 | 249-300-400 |

**Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with Learn and Serve America Program guidelines. The function and

object account codes displayed above are header accounts only and not the detailed function and object codes that **must** be recorded by the district.

Responsible Office: Office of Community and Parent Services, Division of
Education Services
Contact: Karen Horne, 803-734-4794
E-Mail Address: khorne@ed.sc.gov

REVENUE 4999 AMERICORPS

SUBFUND 200 SPECIAL REVENUE FUND

PROJECT NUMBERS CT/FC/FF/FH/FT

Allocation Formula

Funds are allocated annually through a competitive grant application process.

Legal References

National and Community Service Trust Act

CFDA (Catalog of Federal Domestic Assistance) 94.006

Guidelines

AmeriCorps is a national service network that provides full-time, part-time, and reduced part-time opportunities for participants, called members, to serve their communities and address local environmental, educational, public safety, or other human needs. Within these four issue areas, proposals may be submitted that solve specific problems of local communities through the development of a corps of members. The members must be at least seventeen years of age. They will receive a modest living allowance and health coverage. After completion of a term of service, members receive education awards that help them finance college or pay back student loans.

Disallowed expenditures include any funds that used to provide religious instruction, conduct worship services, or engage in any form of proselytization; to assist, promote, or deter union organizing; or to finance, directly or indirectly, any activity designed to influence the outcome of an election for federal, state, or local public office.

Allowed expenditures are limited to the costs approved by the S.C. Commission on National and Community Service and the Corporation for National Service in Washington, D.C. These costs include stipends to members, staff salaries, benefits; the costs of purchased services, supplies and materials, and equipment; and indirect costs as specified in the approved grant application. Cash matching funds are required for "Member Support" costs. Cash and/or in-kind matching funds are required for "Other Member" costs, and costs for staff, other operating costs,

evaluation, and administration as specified in the “AmeriCorps☆ State Application Instructions.”

The appropriate accounts for **allowed expenditures** are

| | |
|-------------|---|
| 200-223-100 | Supervision of Special Programs Salaries |
| 200-223-200 | Supervision of Special Programs Employee Benefits |
| 200-390-100 | Other Community Services Salaries |
| 200-390-200 | Other Community Services Employee Benefits |
| 200-390-300 | Other Community Services Purchased Services |
| 200-390-400 | Other Community Services Supplies and Materials |
| 200-390-500 | Other Community Services Capital Outlay |
| 200-390-600 | Other Community Services Other Objects |

Responsible Office: Office of Community and Parent Services, Division of
Educational Services (South Carolina Commission on
National and Community Services)

Contact: Beth Binkley, 803-734-4795

E-Mail Address: bbinkley@ed.sc.gov

SECTION 7

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Funding Flexibility - Fiscal Year 2007-2008
Provisos 1.46 and 1A.46

Deadline May 1, 2008
All Transfers must be reported and completed by deadline

District Name: _____

Restricted State Revenue and EIA Transfers - Attach Justification for Each Transfer

Transfer From (Include Program name and sub-fund *, **) Current Allocation Transfer Amount (up to 100%) Transfer to (Include Program name and sub-fund)
 (Identify any prior year carryover amounts)

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

- * Transfers from Special Revenue (800 & 900) and EIA (300) to General Fund are not allowed except for existing provisions (i.e., TSS and fringe).
 ** The following appropriations are excluded from this flexibility (both as transfers into and out): Teacher Salary Supplement/Fringe, National Board Certification, Intervention and Assistance, Teacher Supply, Principal Salary Supplement, Teacher of the Year Award, Bus Driver Salary Supplement, Jr. Scholars, Child Development Education Pilot Program, Refurbishment of K-8 Science Kits, EEDA Career Specialists, EEDA 8th Grade Awareness and all Lottery funds (with the exception of the 6-8 Middle School Program). Programs provided directly to an individual school are also excluded.

District Approval:

Board Chair Signature: _____ Date: _____

Superintendent Signature: _____ Date: _____

Completed by: (please print) _____ Date: _____

Contact Phone No: _____

SDE Review: _____ Date: _____

Questions related to the above form completion should be directed to the Office of Finance at 803-734-3605.
The flexibility provision is to be evaluated annually by the Education Oversight Committee (EOC)

Barnwell (Children's Endowment) Fund Flexibility - Fiscal Year 2007-2008
Provisos 1.46 and 1A.46

Deadline May 1, 2008
All Transfers must be reported and completed by deadline

District Name: _____

| Barnwell Funds | Current Balance | Transfer Amount | Transfer To (Include Program Name and Sub-Fund) |
|--------------------------------|-----------------|-----------------|---|
| 2001 Projects | | | |
| 2002 Projects | | | |
| 2003 Projects | | | |
| 2004 Projects | | | |
| 2005 Projects | | | |
| 2006 Projects (when available) | | | |

District Approval:

Board Chair Signature: _____ Date: _____

Superintendent Signature: _____ Date: _____

Completed by: (please print) _____ Date: _____

Contact Phone No: _____

SDE Review: _____ Date: _____

Questions related to the above form completion should be directed to the Office of Finance at 803-734-8488
The flexibility provision is to be evaluated annually by the Education Oversight Committee (EOC)

SAMPLE ACCOUNTING TRANSACTIONS FOR FUNDING FLEXIBILITY

Education Improvement Act:

| <u>FUND</u> | <u>SUBFUND</u> | <u>ACCOUNT NUMBER</u> | <u>TITLE</u> | <u>DEBIT</u> | <u>CREDIT</u> |
|-------------|----------------------------------|---------------------------|------------------------------------|--------------|---------------|
| EIA | 320 - Gifted & Talented-Academic | 422-710 | Transfer to EIA Fund (Expenditure) | \$20,000 | |
| EIA | 346 - Academic Assistance K-3 | 422-710 | Transfer to EIA Fund (Expenditure) | 40,000 | |
| EIA | 348 - Academic Assistance 4-12 | 5230 | Transfer from EIA Fund (Revenue) | | \$60,000 |

OR

| <u>FUND</u> | <u>SUBFUND</u> | <u>ACCOUNT NUMBER</u> | <u>TITLE</u> | <u>DEBIT</u> | <u>CREDIT</u> |
|-------------|---|---------------------------|------------------------------------|--------------|---------------|
| EIA | 393 - EAA Reduce Class Size, Grades 1-3 | 421-710 | Transfer to EIA Fund (Expenditure) | \$30,000 | |
| EIA | 383 - EAA Summer School | 421-710 | Transfer to EIA Fund (Expenditure) | 10,000 | |
| EIA | 375 - Increase HS Diploma Requirements | 5230 | Transfer from EIA Fund (Revenue) | | \$40,000 |

Children's Education Endowment: (Barnwell)

| <u>FUND</u> | <u>SUBFUND</u> | <u>ACCOUNT NUMBER</u> | <u>TITLE</u> | <u>DEBIT</u> | <u>CREDIT</u> |
|-------------|--------------------------------------|---------------------------|--|--------------|---------------|
| Building | 500 - Children's Education Endowment | 420-710 | Transfer to General Fund (Expenditure) | \$100,000 | |
| General | 100-General | 5250 | Transfer from School Building Fund (Revenue) | | \$100,000 |

Questions related to the above accounting procedures should be directed to
the Office of Finance at 803-734-8180

APPENDIX B**SOUTH CAROLINA PUBLIC CHARTER SCHOOLS**

| School Name | Grade Levels | District Sponsor | Date Opened | Contact | Phone |
|---|---------------------|-------------------------|--------------------|---|--------------|
| Academy for Teaching and Learning | preK–8 | Chester | August 2006 | Robyn Welborn 109 Hinton Street Chester, SC 29706 | 803-385-6334 |
| Aiken Performing Arts Academy | 9–12 | Aiken | August 2005 | Keisha Lloyd-Kennedy 363 Laurens Street Aiken, SC 29802 | 803-644-4824 |
| Brashier Middle College | 9–12 | Greenville | August 2006 | Michael Sinclair 404 Vardry Street Greenville, SC 29601 | 864-250-8926 |
| Bridgewater Academy | K–8 | Horry | August 2003 | Carol J. Merrill 316 Bush Drive Myrtle Beach, SC 29579 | 843-236-3689 |
| Carolina School for Inquiry | K–5 | Richland 1 | August 2006 | Victoria Dixon-Mokeba 7405-A Fairfield Road Columbia, SC 29203 | 803-691-1250 |
| Charleston Development Academy | K–4 | Charleston | August 2003 | Cecelia Gordon Rogers 233 Line Street PO Box 20518 Charleston, SC 29413 | 843-722-2689 |
| Children's Attention Home | K–8 | York 3 | August 2004 | Dr. Carey Harper PO Box 2912 Rock Hill, SC 29372 | 803-328-8871 |
| CHOICES | 5–8 | Darlington Florence 1 | August 2002 | Ralph Porter 1405 Poinsett Drive Florence, SC 29505 | 843-664-8993 |
| Discovery School of Lancaster County | K–5 | Lancaster | August 2000 | Thomas H. McDuffie 302 West Dunlap Street Lancaster, SC 29721 | 803-285-8430 |
| East Cooper Montessori Charter School | 1–3 | Charleston | August 2003 | Jody Swanigan 188 Civitas Street Mt. Pleasant, SC 29464 | 843-216-2883 |
| Fox Creek High School | 9–11 | Edgefield | August 2004 | John Gratop 805 Plantation Point Drive North Augusta, SC 29860 | 803-613-9435 |
| Fuller Normal Advanced Technology | K–5 | Greenville | August 2006 | Brenda Humbert 901 Anderson Road Greenville, SC 29601 | 864-271-3698 |
| Greenville Technical Charter High School | 9–12 | Greenville | August 1999 | W. Fred Crawford 506 Pleasantburg Drive PO Box 5616 Greenville, SC 29606 | 864-250-8845 |

APPENDIX B (cont'd)

| School Name | Grade Levels | District Sponsor | Date Opened | Contact | Phone |
|--|---------------------|-------------------------|--------------------|---|------------------------|
| Greg Mathis Charter High School (formerly YouthBuild) | ages 16–21 | Charleston | August 2003 | Fouchina Kirkendoll 7555 North Spartan Blvd. N. Charleston, SC 29420 | 843-207-8308 |
| James Island Charter High School | 9–12 | Charleston | August 2003 | Dr. Nancy Gregory 1000 Fort Johnson Road Charleston, SC 29412 | 843-762-2754 |
| Langston Charter Middle School | 6–8 | Greenville | August 2005 | Gregory Abel 212 Roper Mountain Rd. Extension Greenville, SC 29615 | 864-286-9700 |
| Lloyd-Kennedy Charter School | 5–8 | Aiken | August 2002 | Keisha Lloyd-Kennedy 363 Laurens Street P.O. Box 418 Aiken, SC 29802 | 803-644-4824 |
| MLD Learning Academy | 4–8 | Lee | September 2005 | Benita Dinkins Robinson 54 Joe Road P.O. Box 136 Bishopville, SC 29010 | 803-428-3350 |
| Meyer Center for Special Children | preK–2 | Greenville | August 1999 | Louise Anthony 1132 Rutherford Road Greenville, SC 29609 | 864-250-0005, ext. 204 |
| Midland Valley Preparatory School | K–7 | Aiken | August 2002 | Lilian Knight Thomas 2432 Jefferson Davis Highway Graniteville, SC 29829 | 803-594-1028 |
| Midlands Math and Business Academy | 4–8 | Richland 1 | August 2004 | Michelle Spradley PO Box 4487 Columbia, SC 29204 | 803-799-5101 |
| Nevin Center | K–5 | Greenville | August 2005 | Darlene Grimes 600 Laurens Road Greenville, SC 29607 | 864-751-8325 |
| Orange Grove Elementary | K–5 | Charleston | August 2006 | Larry DiCenzo 1225 Orange Branch Road Charleston, SC 29407 | 843-763-1520 |
| Palmetto Youth Academy | 4–6 | Florence 1 | August 2005 | Yvonne Brown-Burgess PO Box 15054 Quinby, SC 29506 | 843-667-9311 |
| Phoenix Charter High School | 9–12 | Clarendon 2 | August 1999 | Valeria Prince PO Box 170 Alcolu, SC 29001 | 803-505-6800 |
| Richland One Middle College | 11–12 | Richland 1 | August 2004 | Audrey Breland 316 S. Beltline Blvd. Columbia, SC 29205 | 803-738-7114 |

APPENDIX B (cont'd)

| School Name | Grade Levels | District Sponsor | Date Opened | Contact | Phone |
|-------------------------------------|---------------------|-------------------------|--------------------|--|--------------|
| Sea Island YouthBuild | ages 16-21 | Charleston | August 2007 | Renee Chewning PO Box 867 Johns Island, SC 29457 | 843-557-1611 |
| Susan G. Boykin Academy | K-6 | Charleston | August 2005 | De'Lesline Gathers 912 Seagull Drive, Ste. A Mt. Pleasant, SC 29464 | 843-437-4597 |
| Wohali Academy | K5-10 | Greenville | August 2004 | Laura Blackmore One Havenwood Lane PO Box 1005 Travelers Rest, SC 29690 | 864-834-8013 |
| Youth Academy Charter School | 9-12 | Williamsburg | October 1999 | Anissa Capers PO Box 174 Kingstree, SC 29556 | 843-355-5424 |

FREQUENTLY ASKED QUESTIONS AND ANSWERS ON PUBLIC CHARTER SCHOOL FUNDING

1. How will the sponsor distribute state and local funds to the charter school?

The sponsor district will disburse funds to the charter school based on the following formula. For a charter school being established in the current fiscal year, audited General Fund revenues from the most current prior-year data will be divided by the same year's WPUs (weighted pupil units). The quotient is then increased by Education Finance Act inflation factors for the next two fiscal years. This product is multiplied by the charter school's current WPUs. Payments are to be made monthly beginning July 1.

Following is an example of the formula for a charter beginning on July 1, 2007:

| GENERAL FUND | AMOUNT |
|---|-----------------|
| 1. 2005–06 Audited Financial Statements | |
| 2. Total General Fund Revenues | 26,239,610 |
| 3. FY 2005–06 WPU | 8,278.56 |
| 4. Per-Pupil Amount ($2 \div 3$) | 3,169.59 |
| 5. 2006–07 Inflation Factor (3.36%) X (4) | 106.49 |
| 6. 2007–08 Inflation Factor (4.60%) X (4+ 5) | 150.69 |
| 7. 2007–08 Weighted Per-Pupil Amount (4 + 5 + 6) | <u>3,426.77</u> |

2. Does a charter school qualify for federal and EIA funding?

Yes, the school may be eligible to receive a proportionate share of federal and state categorical aid funds if certain criteria are met.

Examples of federal aid include funding allocated for Title I, the Individuals with Disabilities Education Act (IDEA), and USDA food service programs. Examples of state categorical aid include funding allocated for the EIA Gifted and Talented Program and the EAA Reduce Class Size.

3. Can a charter school maintain its own financial records?

A charter school can maintain its own financial records, or it may negotiate these services with the sponsor district.

4. Does a charter school have to maintain its financial accounting information in a certain format?

APPENDIX B (cont'd)

Yes, financial resources are to be accounted for in accordance with the SDE's *Financial Accounting Handbook* and *Funding Manual*. All state and federal funds (revenue) should be accounted for on the sponsor district's books. Detailed expenditure information is to be reflected in the charter school's financial records.

5. How do charter schools report expenditure data to the State Department of Education?

Public charter schools must report expenditure data to their sponsor school district. The sponsor district assigns location codes to all schools within the district, and a unique location code will be given to the charter school. The charter school expenditures are recorded by their assigned location code on the district's books. The school district will include the charter school data with district data and submit an expenditure file to the SDE. The district is required to submit the expenditure data file for IN\$ITE™ purposes each year along with its annual audit report. The file and audit must be received by the SDE by December 1.

6. Is a charter school subject to SDE audit requirements?

Yes, Section 59-40-50(B)(3) of the South Carolina Code of Laws, 1976, stipulates that charter schools must "adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools operating in the same school district." A certified or licensed public accountant selected by the charter school shall make an annual audit of all financial records in accordance with the *SDE Audit Guide*. Financial information of a charter school must be reported in the sponsor district's financial statements as a Component Unit in accordance with the guidelines specified by Governmental Accounting Standards Board Statement No. 14.

7. Do teachers who serve handicapped students in a charter school have to be appropriately certified?

Yes.

8. How will charter schools report pupil data?

The charter school will utilize the *School Administrative Student Information xpress platform* (SASlxp). The charter school will report its student data to the sponsor district, who will in turn report the information to the SDE. The charter school will adhere to the guidelines as outlined in the *SDE Pupil and Staff Accountability Manual*.

9. Can the charter school negotiate certain services with the sponsor district?

Yes, Section 59-40-140(E) stipulates that "all services centrally or otherwise provided by the school district, if any, including, but not limited to, food services, custodial services, maintenance, curriculum, media services, libraries, and

APPENDIX B (cont'd)

warehousing are subject to negotiation between a charter school and the school district.”

10. Does the sponsor district have to include funding for students attending a charter school if they are not legal residents of the school district?

Yes, a charter school may enroll up to 20 percent of its total enrollment from out-of-district without the approval of the sponsoring district. In-district students must be given enrollment priority. For out-of-district students, the charter school is eligible for state and federal funding defined in Section 59-40-140 (A), (C), and (D) and may charge parents or guardians fees consistent with Section 59-63-45 (A) and (B) and Section 59-40-40 (2)(d).

**SECTION 5206 OF NO CHILD LEFT BEHIND OF 2001, TITLE V,
PART B, PUBLIC CHARTER SCHOOLS**

**SEC. 5206. FEDERAL FORMULA ALLOCATION DURING FIRST YEAR AND
FOR SUCCESSIVE ENROLLMENT EXPANSIONS.**

(a) In General.—For purposes of the allocation to schools by the States or their agencies of funds under part A of title I, and any other Federal funds which the Secretary allocates to States on a formula basis, the Secretary and each State educational agency shall take such measures not later than 6 months after the date of the enactment of the Charter School Expansion Act of 1998 as are necessary to ensure that every charter school receives the Federal funding for which the charter school is eligible not later than 5 months after the charter school first opens, notwithstanding the fact that the identity and characteristics of the students enrolling in that charter school are not fully and completely determined until that charter school actually opens. The measures similarly shall ensure that every charter school expanding its enrollment in any subsequent year of operation receives the Federal funding for which the charter school is eligible not later than 5 months after such expansion.

(b) Adjustment and Late Openings.—

(1) In general.—The measures described in subsection (a) shall include provision for appropriate adjustments, through recovery of funds or reduction of payments for the succeeding year, in cases where payments made to a charter school on the basis of estimated or projected enrollment data exceed the amounts that the school is eligible to receive on the basis of actual or final enrollment data.

(2) Rule.—For charter schools that first open after November 1 of any academic year, the State, in accordance with guidance provided by the Secretary and applicable Federal statutes and regulations, shall ensure that such charter schools that are eligible for the funds described in subsection (a) for such academic year have a full and fair opportunity to receive those funds during the charter schools' first year of operation.

Due Dates For SDE Reports 2007–08

Listed below are reports required by the Office of Finance and their due dates. Reports listed below that are identified by a dollar sign (\$) indicate that allocations are based on the information submitted in these reports. To avoid delays in the distribution of the allocations, please ensure that all reports are received in the Office of Finance by the specified due date.

| | |
|------------------------|--|
| NOVEMBER 5 | MEMBERSHIP/ATTENDANCE 45-DAY REPORT (\$) STUDENT ACCOUNTABILITY 45-DAY REPORT (\$) DEADLINE FOR PCS STAFF UPDATES (FOR ACCREDITATION REPORTS) |
| DECEMBER 1 | 2006–2007 AUDITS AND IN\$ITE |
| DECEMBER 3 | MEMBERSHIP/ATTENDANCE CERTIFY 45-DAY REPORT STUDENT ACCOUNTABILITY CERTIFY 45-DAY REPORT |
| TO BE ANNOUNCED | FREE AND REDUCED LUNCH COUNTS (PRINT PHASE) PRECODE |
| TO BE ANNOUNCED | PRECODE SUBMISSION REVIEW LUNCH COUNTS (\$) |
| APRIL 4 | MEMBERSHIP/ATTENDANCE 135-DAY REPORT STUDENT ACCOUNTABILITY 135-DAY REPORT ALTERNATIVE SCHOOL REPORT (\$) PRESCHOOL HANDICAPPED REPORT (\$) HOME INSTRUCTION REPORT (\$) PCS UPDATES FOR 135-DAY FUNDING (\$) |
| MAY 1 | FLEXIBILITY REQUEST 2007–2008 |
| MAY 2 | RUN PCS FUNDING REPORT MEMBERSHIP/ATTENDANCE CERTIFY 135-DAY REPORT STUDENT ACCOUNTABILITY CERTIFY 135-DAY REPORT |
| JUNE 20 | UPDATE SCHOOL ORGANIZATION DOCUMENT |
| JUNE 30 | FINAL CHANGES TO PCS FOR FY 08 TECHNOLOGY PROFICIENCY |

Questions concerning the above reports may be directed to Mellanie Jinnette at 803-734-3605 or Patty Wheeler at 803-734-8147 in the Office of Finance, Division of Finance and Operations.

APPENDIX D

**FY 2007–08
PROJECT ACCOUNTING LISTING**

| PROJECT NUMBER | REVENUE CODE | STATE, LOTTERY, AND EIA FUNDED PROGRAMS |
|---------------------------|-------------------------|--|
| DA/DB | 3170 | STATE SCHOOL BUILDING AID |
| DC | 3172 | CHILDREN'S ED ENDOWMENT (BARNWELL) |
| DL | 3116 | EEDA – MISCELLANEOUS |
| EA | 3562 | ADULT EDUCATION, BASIC |
| EE | 3562 | WORK KEYS READINESS INITIATIVE |
| EM | 3154 | YOUNG ADULT EDUCATION |
| EW | 3562 | RURAL INITIATIVES |
| FC | 3199 | OTHER STATE FUNDS |
| FN | 3136 | STUDENT HEALTH AND FITNESS—NURSES |
| GA | 3561 | MATHEMATICS AND SCIENCE CENTERS |
| IF/IB | 3590 | SCHOOL BUILDING |
| IG | 3515 | AP COLLEGE CONTRACTS |
| IJ | 3506 | “iAm” STUDENT LAPTOP PROGRAM |
| IL | 3535 | INSTITUTE OF READING |
| IM | 3564 | YOUNG ADULT EDUCATION |
| IR | 3549 | READING RECOVERY |
| IS | 3599 | MISCELLANEOUS EIA |
| IU | 3523 | JUNIOR SCHOLARS |
| LM | 3699 | LOTTERY MISCELLANEOUS |
| RC | 3699 | SC READING FIRST (LOTTERY) |
| RS | 3195 | SC HIGH SCHOOL READING INITIATIVE |
| TF | 3509 | ARTS IN EDUCATION |
| VA | 3112 | CAREER & TECHNOLOGY NURSING PROGRAM |
| VA | 3125 | CAREER & TECHNOLOGY EQUIPMENT – STATE |
| VA | 3128 | GRADES WORK – STATE |
| VA | 3525 | CAREER and TECHNOLOGY EQUIPMENT – EIA |
| VA | 3578 | HIGH SCHOOLS THAT WORK/MAKING MIDDLE GRADES WORK – EIA |
| VA | 3592 | CAREER and TECHNOLOGY SCHOOL-TO-WORK |

| PROJECT NUMBER | REVENUE CODE | FEDERALLY FUNDED PROGRAMS |
|---------------------------|-------------------------|----------------------------------|
| BA | 4310 | TITLE I |
| BB | 4340 | TITLE V |
| BG | 4310 | MIGRANT EDUCATION |
| BI | 4320 | CHARTER SCHOOLS |

APPENDIX D (cont'd)

| PROJECT NUMBER | REVENUE CODE | FEDERALLY FUNDED PROGRAMS |
|-------------------|-----------------|--|
| BJ | 4310 | SCHOOL IMPROVEMENT |
| BP | 4341 | TITLE III LANGUAGE INSTRUCTION |
| BS | 4312 | RURAL AND LOW-INCOME SCHOOL PROGRAM |
| CA | 4510 | IDEA |
| CB | 4510 | PERSONNEL DEVELOPMENT COLLABORATION |
| CE | 4510 | IDEA—GROUP HOMES |
| CG | 4520 | IDEA—PRESCHOOL GRANTS |
| CL | 4924 | 21 ST CENTURY LEARNING SCHOOLS |
| CO | 4510 | PERSONNEL DEVELOPMENT |
| CT | 4999 | STATE IMPROVEMENT GRANTS |
| EA | 4410 | ADULT EDUCATION, REGULAR |
| EC | 4410 | ADULT INSTITUTION |
| ED | 4410 | ADULT ED—ENGLISH LITERACY/CIVICS |
| EG | 4999 | PROJECT LEO |
| EK | 4360 | EVEN START FAMILY LITERACY |
| ER | 4999 | CAREER READINESS |
| ES | 4331 | ENHANCING EDUCATION THROUGH TECHNOLOGY (E2T2) COMPETITIVE |
| ET | 4331 | ENHANCING EDUCATION THROUGH TECHNOLOGY (E2T2) FORMULA |
| FA | 4996 | LEARN AND SERVE AMERICA |
| FC | 4999 | MISCELLANEOUS FEDERAL |
| FH | 4999 | HOMELESS CHILDREN |
| FL | 4999 | SC TEEN LEAD |
| FQ | 4920 | DRUG AND VIOLENCE PREVENTION |
| FR | 4995 | COMPREHENSIVE HEALTH EDUCATION |
| FT | 4999 | AMERICORPS |
| GF | 4996 | PROJECT SPIRIT |
| GG | 4996 | LEARN AND SERVE—CHESP |
| MS | 4325 | MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM |
| RC | 4318 | SC READING FIRST—LOCAL READING IMPROVEMENT |
| TP | 4342 | TEACHER INCENTIVE FUND |
| TQ | 4351 | IMPROVING TEACHER QUALITY |
| TR | 4999 | TEACHER QUALITY RESEARCH GRANT |
| VA | 4210 | CAREER AND TECHNOLOGY, TITLE I |
| VW | 4930 | WIA INCENTIVE GRANT |

FISCAL YEAR 2007–08 FUNDING ELIGIBILITY STATUS FOR SPECIAL SCHOOLS^a

| FUND | REVENUE CODE | PROGRAM TITLE | SCDC | DJJ | Wil Lou Gray | Deaf & Blind | John de la Howe | Felton Lab | DDSN | Gov. School for Science and Math | Gov. School for the Arts |
|-------|--------------|--|------|-----|--------------|--------------|-----------------|------------|------|----------------------------------|--------------------------|
| State | 3991 | ADEPT | X | X | X | X | X | X | X | X | X |
| State | 3125 | Career and Technology Education Equipment | X | X | | | | | | | |
| State | 3300 | Education Finance Act (EFA) | X | X | | X | | | | | |
| State | 3118 | EEDA Career Specialists | | X | | | | | | | |
| State | 3117 | EEDA 8 th Grade Awareness | | X | | X | | X | | | |
| State | 3180 | Fringe Benefits Employer Contributions | X | X | | | | | | | |
| State | 3128 | High Schools That Work | | X | | | | | | | |
| State | 3181 | Retiree Insurance | X | X | | | | | | | |
| State | 3198 | School Technology Initiative | X | X | | X | | | | | |
| State | N/A | State Special Allocation—Felton | | | | | | X | | | |
| EIA | 3546 | Academic Assistance K–3 | | | | X | X | | | | |
| EIA | 3548 | Academic Assistance 4–12 | X | X | | | | | | | |
| EIA | 3549 | Academic Assistance Reading Recovery® | | | | X | | X | | | |
| EIA | 3515 | Advanced Placement Courses | | X | | | | | | X | X |
| EIA | 3517 | Advanced Placement Singleton | | X | | | | | | | |
| EIA | 3509 | Arts in Education | X | X | X | X | X | X | X | X | X |
| EIA | 3525 | Career and Technology Education Equipment | X | X | | | | | | | |
| EIA | 3575 | Competitive Teacher Grants | X | X | X | X | X | X | X | X | X |
| EIA | 3588 | EAA Palmetto Gold and Silver Awards | X | X | X | X | X | X | | X | X |
| EIA | 3583 | EAA Summer School/Comprehensive Remediation | | X | | X | X | X | | | |
| EIA | 3540 | Early Childhood Program (4K Programs Serving Four-Year-Old Children) | | | | X | | | | | |
| EIA | 3591 | Excellence in Middle Schools | | X | | | | | | | |
| EIA | 3578 | High Schools That Work | | X | | | | | | | |
| EIA | 3501 | Increase High School Diploma Requirements | X | X | | | | | | | |
| EIA | 3535 | Institute of Reading (South Carolina Reading Initiative—Middle Grades) | | | | | | | | X | |
| EIA | 3561 | Mathematics and Science Centers | X | X | X | X | X | X | X | X | X |
| EIA | 3532 | National Board Certification (NBC) Salary Supplement | X | X | X | X | X | X | | X | X |
| EIA | 3513 | Parenting/Family Literacy | | X | | | | | | | |
| EIA | 3582 | Principal Salary/Fringe Increase | X | X | | | | | | | |
| EIA | 3534 | Professional Development on Standards | X | X | X | X | X | X | X | X | X |
| EIA | 3590 | Reallocation of EIA Funds (School Building) | | | | | | | | | |
| EIA | 3555 | School Employer Contributions | X | X | | X | | | | | |

FISCAL YEAR 2007–08 FUNDING ELIGIBILITY STATUS FOR SPECIAL SCHOOLS^a

| FUND | REVENUE CODE | PROGRAM TITLE | SCDC | DJJ | Wil Lou Gray | Deaf & Blind | John de la Howe | Felton Lab | DDSN | Gov. School for Science and Math | Gov. School for the Arts |
|-------------|---------------------|---|-------------|------------|---------------------|-------------------------|------------------------|-------------------|-------------|---|---------------------------------|
| EIA | 3505 | School Technology Initiative | | X | | X | | | | | |
| EIA | 3592 | School-to-Work Transition Act | | X | | | | | | | |
| EIA | 3533 | Teacher of the Year Awards | X | X | | | | | | | |
| EIA | 3550 | Teacher Salary Increase | X | X | | X | | | | | |
| EIA | 3577 | Teacher Supplies | X | X | X | X | X | X | | X | X |
| Lottery | 3610 | K–5 Enhancement | | | | X | | X | | | |
| Lottery | 3607 | 6–8 Enhancement | | X | | X | | X | | | |
| Federal | 4920 | Drug and Violence Prevention Program, Title IV | X | | | | | | X | X | X |
| Federal | 4850 | Food Distribution Program | X | X | X | X | X | X | X | | |
| Federal | 4991 | Food Distribution—Commodities | X | X | X | X | X | X | X | | |
| Federal | 4510 | Individuals with Disabilities Education Act (IDEA) | X | X | | X | X | X | X | | X |
| Federal | 4351 | Improving Teacher Quality | X | X | | X | X | X | | | |
| Federal | 4520 | Preschool Grants (IDEA) | | | | X | | X | X | | |
| Federal | 4340 | Promoting Informed Parental Choice and Innovative Programs, Title V | X | X | | X | X | X | | | |
| Federal | 4830 | School Breakfast Program | X | X | X | X | X | X | X | | |
| Federal | 4810 | School Lunch and After-School Snacks Program | X | X | X | X | X | X | X | | |
| Federal | 4310 | Title I, Neglected and Delinquent | X | X | | | X | | | | |
| Federal | 4210 | Vocational Aid, Title I | X | X | | | | | | | |

^a Funding eligibility is contingent upon the entity's meeting the program guidelines and the financial reporting requirements.